



University
of Victoria

UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, May 30, 2017
11:00 a.m. – 12:00 p.m.
Senate and Board Chambers

APPENDIX

7. Operations and Facilities Committee (Ms. Cathy McIntyre)

b. Proposal to Establish a Minor in Museum Studies
BOG-May30/17-35

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Minor in Museum Studies, as described in the document "Proposal for General and Minor in Museum Studies", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

c. Proposal to Establish a Minor in Theatre BOG-May30/17-36

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Minor in Theatre, as described in the document "Proposal for a Minor in Theatre", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

d. Proposal to Establish a Bachelor of Science with an Anthropology Major
BOG-May30/17-02

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Bachelor of Science with an Anthropology Major, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

e. Proposal to Establish Joint Degrees: Juris Doctor and Juris Indigenarum Doctor
BOG-May30/17-34

MOTION:

THAT the Board of Governors approve, subject to funding and approval by the Ministry of Advanced Education, the establishment of Joint Degrees: Juris Doctor and Juris Indigenarum Doctor, as described in the document "Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

- f. **Proposal to Establish a Department of Indigenous Education within the Faculty of Education** BOG-May30/17-32

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of the Department of Indigenous Education within the Faculty of Education, as described in the document "Department of Indigenous Education" effective immediately.

- g. **Discontinuation of the RN to MN Option** BOG-May30/17-33

MOTION:

THAT the Board of Governors approve the request for Discontinuation of the Registered Nurse to Master of Nursing option, as described in the document "Discontinuation of the RN to MN Option" effective immediately.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read "Valerie Kuehne".

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Proposal to Establish a Minor in Museum Studies

Basis for Jurisdiction: Senate Committee on Planning meeting March 15, 2017
Senate meeting April 7, 2017

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build on faculty expertise. The proposed Minor in Museum Studies will help UVic to be nationally and internationally competitive in the recruitment and retention of high calibre students (Objective 4) and to be competitive in the quality of our program offerings (Objective 14).

Previous Consultation: At its meeting on April 7, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a Minor in Museum Studies. This proposal was approved by the Senate Committee on Planning on March 15, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Minor in Museum Studies, as described in the document "Proposal for General and Minor in Museum Studies", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

Presently the Department of Art History and Visual Studies offers a BA Honours program, a BA Major program, and a BA Minor in Art History and Visual Studies. The CRMP currently offers a Diploma in Cultural Resource Management (10 courses) and a Professional Specialization Certificate in Collections Management (4 courses). Both credentials are designed with working professionals in mind. The Diploma provides practical, theoretical, and management-based professional training in the fields of museum studies and heritage conservation. The Certificate provides the skills to develop, manage, and bring meaning to diverse collections.

The Minor in Museum Studies will be offered as a partnership between the Department of AHVS and the CRM Program.

The Minor requires 7.5 units of core courses and 7.5 units of electives. The electives may include up to 3.0 units of designated courses outside AHVS/CRMP (selected from related areas in Anthropology, French, Greek and Roman Studies, History, Medieval Studies). A minimum of 9.0 units must be upper-level courses. Most of the courses counting for the Minor do not have pre-requisites, aiding timely degree completion. Some courses are offered online or in a 6-day intensive format that increases flexibility and accessibility. The Minor program in Museum Studies also satisfies the requirements for a General program towards a General degree currently granted by the Faculties of Humanities or Social Sciences. It will also be possible for students to pursue a Diploma in CRM concurrent with the Minor in Museum Studies. Core courses for the Minor in Museum Studies, also counting for the CRM Diploma, are offered on a regular basis.

The Minor in Museum Studies will be distinct from the existing Minor in AHVS and specifically geared to the theoretical and practical skills most relevant to the museum/gallery world. The Minor in AHVS focuses on providing a broad foundation of knowledge and skills in the discipline; the Minor in Museum Studies prepares students in the principles, theories and practices of the museum sector.

Alignment with the university's mission and strategic plan

The Minor in Museum Studies furthers the UVic Strategic Plan through: Objectives 12 (teaching and learning quality), 15 (flexible course delivery as a mechanism for increasing access to higher education) and 18 (experiential learning opportunities). The Minor combines the expertise of AHVS faculty with top professionals from the museum and culture sectors in the CRMP, and responds to student demand as well as to the needs of the museum and culture sectors. The program offers a range of delivery methods that increase student access to scheduling and pedagogical flexibility. Museum Studies is necessarily experiential and interdisciplinary, combining the study of principles with courses that offer hands-on learning. By adding the Minor in Museum Studies to one's Major or Honours program in Fine Arts or elsewhere at UVic, or to another General/Minor program in Humanities or Social Sciences, the credential will offer theoretical knowledge, practical training, and skill sets in museum studies and heritage conservation, preparing students to apply for graduate-level study and, ultimately, careers in the museum and cultural heritage sectors.

The program offers experiential learning opportunities in the form of internships, field schools, and classes in which students work directly with artworks and other objects in a dynamic learning environment.

Senate/academic considerations

The CRMP Academic Advisor, who is a faculty member from AHVS, ensures that program offerings are appropriate, consults on instructor appointments, and supports students in the CRMP with academic matters. The CRMP Steering Committee supports academic matters

related to this program area, including: course development, curriculum, and admission requirements.

Demand and availability

Students are increasingly pursuing opportunities to work in museums and galleries through work-study and Co-op placements. The Fine Arts Academic Advising Centre has identified increasing interest in museum studies amongst AHVS students. We also anticipate interest from Visual Arts and students beyond Fine Arts, who may wish to add this program to their degree and increase their employability in the cultural sector. We expect enrolment to be around 25-30 students annually.

The only comparable Minor program in Western Canada is the Minor in Museum and Heritage Studies offered by the University of Calgary. Like the program at U of C., the Minor will thus be an effective stepping stone in gaining more specialized skills through graduate programs offered at the University of Toronto.

Resource implications

All the required courses are already offered. There are no additional needs for staff or library resources. Some of the CRM courses have differential fees; this is noted in the UVic calendar. AHVS is currently developing an art-learning lab (FIA 115) that will provide dedicated space for students to work directly with university collections. This will complement the use of the McPherson Library Special Collections classroom, the regular classroom spaces and the Legacy Gallery collections and facilities downtown.

Other relevant factors

Learning outcomes include: integration of theory and practice through the combination of historical and theoretical perspectives built on a solid basis of hands-on learning opportunities; understanding of the complex role of museums in society; technical competency in skills relevant to museum work, and mastery of a critical vocabulary to communicate technical and theoretical aspects of museums and other cultural institutions.

A Minor in Museum Studies will make the department of AHVS, the CRM program and their partnership more competitive by attracting and retaining students as well as satisfying the existing demand from Fine Arts students and from across campus. If the Minor in Museum Studies is taken as part of a non-AHVS BA or BFA degree, it will allow students in many disciplines to combine the intensive, subject-specific knowledge that they acquire in Majors and Honours programs with Museum Studies to provide a platform for entry into graduate level museum studies programs or apply their skills in the cultural sector employment field.

Legacy Art Galleries, as the university's art museum, will support the aims of this Minor through collaborations drawing upon the museum expertise and mentorship opportunities of its staff and the enhanced use of the art collections for teaching and research purposes.

Possible career directions include: Archivist, Material Culture Conservationist, Museum Administrator, Museum Services, Museum Marketing and Fundraising, Exhibition Designer, Art Appraiser, Curator, Museum Educator, Heritage Site Interpreter. Finally, a Minor in Museum Studies is consistent with the University of Victoria's Strategic Plan and is cost neutral.

Attachment(s): Proposal to Senate, dated March 22, 2017, for the establishment of a Minor in Museum Studies.



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Minor in Museum Studies

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Minor in Museum Studies.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Museum Studies, as described in the document "Proposal for General and Minor in Museum Studies", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

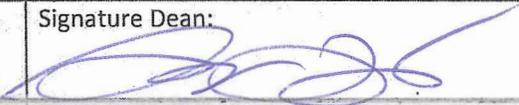
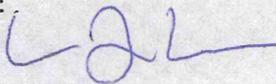
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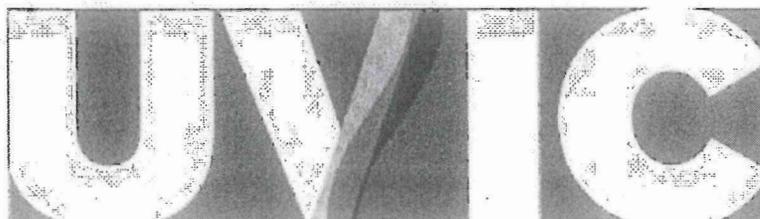
Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

Minor in Museum Studies

Dean's Name: Susan Lewis	Signature Dean: 
Contact Name and Number:	Erin Campbell 250-721-7940
Date approved by Department: November 15, 2016	Head: 
Date approved by Faculty: February 8, 2017	Dean or Faculty Chair: Erin Campbell



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Reply sent:	File:

Proposal for General and Minor in Museum Studies Art History and Visual Studies

Executive Summary

1. Academic unit/Credential to be awarded

The Department of Art History and Visual Studies proposes a Minor in Museum Studies program for undergraduate students. This program can also be used towards a General Degree granted by the Faculties of Humanities, Science or Social Sciences.

Presently the Department of Art History and Visual Studies offers a BA Honours program, a BA Major program, and a BA Minor in Art History and Visual Studies. AHVS also provides academic stewardship to the Cultural Resource Management Program (CRMP) offered through the Division of Continuing Studies that has provided undergraduate and post-graduate opportunities for over 30 years to emerging and mid-career professionals in the museum, heritage and cultural management fields. The CRMP currently offers a Diploma in Cultural Resource Management (10 courses) and a Professional Specialization Certificate in Collections Management (4 courses). Both credentials are designed with working professionals in mind. The Diploma provides practical, theoretical, and management-based professional training in the fields of museum studies and heritage conservation. The Certificate provides the skills to develop, manage, and bring meaning to diverse collections.

Over the past decade, the Department of Art History and Visual Studies has been offering a number of curatorial studies courses that have enabled many students to secure employment within the field. The proposed Minor in Museum Studies combines courses from both the CRMP and AHVS curriculum, to offer a program designed specifically for undergraduates. We see the proposed minor as providing a stepping-stone to additional professional training programs such as those offered by the CRMP. Students may wish to pursue a Diploma in Cultural Resource Management through the CRMP concurrent with the Minor in Museum Studies.

The Minor in Museum Studies will be distinct from the Minor in Art History and Visual Studies. The Minor in Art History and Visual Studies focuses on providing a broad foundation of knowledge and skills in the discipline; the Minor in Museum Studies prepares students in the principles, theories and practices of the museum sector. The Minor in Museum Studies provides a unique opportunity to work alongside professionals and allows students to immerse themselves in professional practices prior to graduation. By offering some courses online or in a 6-day intensive format, the Minor in Museum Studies offers flexibility and accessibility. By adding the Minor in Museum Studies to one's Major or Honours program, or to another Minor, the credential will offer undergraduates theoretical knowledge, practical training, and skill sets in museum studies and heritage conservation, preparing them to apply for graduate-level study, and, ultimately, careers in the museum and cultural heritage sectors. Students may

also wish to pursue a Diploma through the CRMP concurrent with the Minor in Museum Studies.

Program Requirements

The proposed Minor in Museum Studies would require:
15 units: 7.5 core; 7.5 electives.

7.5 units core:

AHVS 200 (Artists' Materials and Techniques; 1.5 units); AHVS 202 (Confronting the Object; 1.5 units); AHVS 386 (Approaches to Collections and Museums; 1.5 units); and two of the following: AHVS 486A (Museum Principles and Practices I: Communities, Curatorship, and Collections; 1.5 units); AHVS 486B (Museum Principles and Practices II: Programming, Exhibitions, and Management; 1.5 units); AHVS 491B (Practicum in Cultural Resource Management; 1.5 or 3.0 units); AHVS 493 (Seminar on the Williams Collection; 1.5 units).

7.5 units electives:

AHVS/CRMP electives: AHVS 264 (Art History and the Lens; 1.5 units); AHVS 300B (Fakes, Forgeries and Fraud; 1.5 units); AHVS 300C (The Destruction of Art; 1.5 units); AHVS 310A (Making Art History; 1.5 units); AHVS 310B (Presenting Digital Art History; 1.5 units); AHVS 310C (Digital Tools for Art History and Visual Studies; 1.5 units); AHVS 486A (if not taken as core); AHVS 486B (if not taken as core); AHVS 491B (if not taken as core); AHVS 493 (if not taken as core); and course offerings in the AHVS 488 and 489 series (all courses in these series are 1.5 units).

Fine Arts, Humanities, Social Sciences electives: students may take 3.0 units outside AHVS/CRMP: ANTH 240 (Archaeology; 1.5 units); ANTH 303 (Anthropology of Sound; 1.5 units); ANTH 305 (Anthropology of the Arts; 1.5 units); ANTH 393 (Selected Problems in Anthropology: Cultural Anthropology: when offered as "Communities and Collections"; 1.5 units); ART 105 (Foundation Photography and Video Art; 1.5 units); ART 106 (Foundation Core Media Technologies and Arts; 1.5 units); ART 141 (An Introduction to Contemporary Art Photography; 1.5 units); ART 380 (Curatorial Direction; 3.0 units); GMST 489 (I-witness Field School; 3.0 units); FRAN 325 (Studies in the Cultures of the French-speaking World; 1.5 units); GRS 395 (Classical Studies Abroad; 3.0 units); GRS 495 (Practicum in Archaeology; 3.0 units); HSTR 389A (Public Histories Local and Global; 1.5 units); HSTR 489 (Seminar in Public History; 1.5 units); HSTR 489A (Doing History in a Digital World; 1.5 or 3.0 units); MEDI 451 (Reading, Writing and the Book in the Medieval World; 1.5 units).

A Minor Degree in Museum Studies requires the completion of a minimum of 9 units at the 300/400 level.

A General Degree is a program that requires 9 units at the 300/400 level in each of two disciplines. General Degree Programs are offered through the faculties of Humanities and Social Sciences.

2. Anticipated start date/Time to completion:

It is proposed that the program will first be offered in September 2017. Students transferring from other institutions with second year standing will be able to satisfy the Minor in Museum Studies requirements in two years as most of the AHVS/CRMP courses and the external elective courses do not have pre-requisites. It would normally require 4 years or 8 terms of work to complete, whether classified as part of a BA or BFA degree program.

3. Target audience/Enrollment plan:

We presently have 122 students registered in the AHVS Major program, 13 students registered in the AHVS Honours Program, and 18 students in the AHVS Minor Program. We anticipate that students registered in the Major and Honours programs may wish to add a Minor in Museum Studies. Students are increasingly pursuing opportunities to work in museums and galleries through work study and Co-op placements. Anne Heintz, the recently retired Academic Advisor for the Faculty of Fine Arts, has informed us that there is great interest in museum studies amongst AHVS students. We also anticipate interest from Visual Arts. As well, we hope to recruit students from Humanities and Social Sciences who may wish to add this program to their degree. The Departments of History and Anthropology have reported that their students will be interested in the Minor in Museum Studies.

We anticipate that there will be a demand in Humanities and Social Sciences to use the Minor in Museum Studies as part of their General Degree. Based on our assessment of student interest in these various contexts, we expect enrolment to be around 25-30 students annually.

The proposed suite of courses are already up and running. We will be adding students to existing courses as opposed to filling new courses or sections.

4. Rationale, aims, goals and objectives:

The proposal for a Minor in Museum Studies was initiated in response to student demand. The Faculty of Fine Arts Advising office has noted interest in courses related to museum studies. The new program allows a focused concentration on museum studies. It creates a clear pathway for undergraduate students to incorporate courses from the Cultural Resource Management Program within their degrees. CRMP courses provide the opportunity for students to learn from museum and heritage professionals, thereby providing the unique mix of theory and practice offered by the Minor in Museum Studies. CRMP is a unit within the Division of Continuing Studies, with its academic home in AHVS. The CRMP Academic Advisor, who is a faculty member from AHVS, ensures that program and curriculum changes are appropriate, consults on instructor appointments, and supports students in the CRMP with academic matters. The CRMP Steering Committee supports academic matters related to this program area, including: course development, curriculum, and admission requirements. The Steering Committee provides sector, academic, and

administrative guidance to support academic decision-making. CRMP courses are given the AHVS course code and listed in the calendar with AHVS courses. The Minor in Museum Studies will encourage students to benefit from these courses as part of their undergraduate degree. Courses offered by the CRMP within the Minor in Museum Studies include: AHVS 486A (Museum Principles and Practices I: Communities, Curatorship, and Collections; 1.5 units); AHVS 486B (Museum Principles and Practices II: Programming, Exhibitions, and Management; 1.5 units); AHVS 491B (Practicum in Cultural Resource Management; 1.5 or 3.0 units); and course offerings in the AHVS 488 and 489 series.* AHVS 386 (Approaches to Collections and Museums; 1.5 units) is part of the CRMP suite of courses. However, it will be taught by AHVS faculty.

The CRMP course offerings in the Minor are designed to ensure that students will be able to access the courses needed to complete their credential. AHVS 486A and AHVS 486B, which are core courses in the Minor program, are also requirements for the Diploma in Cultural Resource Management. Therefore these courses are offered on regular basis (annually in the fall and spring term). Likewise, the practicum course AHVS 491B will also be readily available in the fall, spring and summer terms as needed. The AHVS 488 and 489 series are electives for the program. While not every course is offered annually, there is an average of 4 – 5 courses offered per term which provides a healthy selection of offerings to students in the program.

*The AHVS 488 and 489 series of courses require differential fees. These fees are noted in the individual course listings in the UVic Calendar. These fees do not add significantly to tuition costs.

5. The Minor in Museum Studies and the University of Victoria's Strategic Plan:

The Minor in Museum Studies furthers the University Strategic Plan in the following ways:

i. **Objective 12:** *To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.*

The Minor in Museum Studies combines the expertise of AHVS faculty with top professionals from the museum and culture sectors in the CRMP. The program responds to student demand as well as to the needs of the museum and culture sectors.

ii. **Objective 15:** *To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.*

The strength of the Minor in Museum Studies is its blend of face-to-face on-campus 13 week courses, one-week intensive courses, online courses, and off-

campus practica. Roughly 85% of the CRMP course offerings are in an online format that could complement a typical undergraduate schedule. For their electives, students in the Minor would also have access to the 6-day intensive courses as the student's schedule allows, which they may opt to join during reading break, summer term, etc. when it would not interfere with other classes.

iii. **Objective 18:** *To increase co-op, internship and other experiential learning opportunities for UVic students.*

The proposed Minor in Museum Studies is designed with a significant component of dynamic learning. Museum Studies is necessarily experiential, combining the study of principles with courses that offer hands-on learning. The Minor in Museum Studies will include a practicum, which students may include as a core course or elective: AHVS 491B Practicum in Cultural Resource Management. Students may also participate in a field school by including GMST 489 I-Witness Field School, GRS 395 Classical Studies Abroad, or GRS 495 Practicum in Archaeology as one of their electives. The program also offers many experiential learning courses, including, but not limited to: AHVS 200 Artists' Materials and Techniques; AHVS 202 Confronting the Object; AHVS 310A Making Art History; AHVS 310B Presenting Digital Art History; AHVS 310C Digital Tools for Art History and Visual Studies; AHVS 488C Communicating Through Exhibitions; AHVS 488K Exhibition Design and Installation; AHVS 489A Heritage Area Conservation; AHVS 489D Studies in Building Conservation; AHVS 489E Topics in Heritage Conservation; AHVS 489G Cultural Landscapes; AHVS 489J Conserving Historic Structures; AHVS 493 Seminar on the Williams Collection; ANTH 240 Archaeology; ANTH 303 Anthropology of Sound; ART 116 An Introduction to Documentary Photography; ART 380 Curatorial Direction; HSTR 389A Public Histories Local and Global; HSTR 489A Doing History in a Digital World.

6. Learning outcomes:

6.1 UVic learning outcomes:

Intellectual, academic and practical skills in:

- *Inquiry, analysis and problem solving
- *Critical, innovative, and creative thinking
- *Effective written, visual, and oral communication
- *Critical evaluation of qualitative and quantitative information
- *Critical management of information, including digital environments
- *Collaboration and the ability to work in teams
- *Informed civic engagement and understanding

Personal and social responsibility capacities:

- *Informed civic engagement and understanding - from local to global
- *Intercultural knowledge and sensitivity
- *Ethical and professional reasoning and action

*Life-long learning

These outcomes are achieved through:

- *Integration of research and teaching across the curriculum
- *Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance
- *Opportunities for research, experiential, and work-integrated learning
- *Active engagement with diverse communities, societal issues and meaningful intellectual challenges

6.2 Program-Specific Learning Outcomes for the Minor in Museum Studies

1. Integration of theory and practice

This outcome is achieved through the combination of courses offering historical and theoretical perspectives with hands-on opportunities, as well as through the practicum and field schools, and courses that facilitate students working with the collection of the UVic Legacy Art Galleries.

2. Understanding of the complex role of museums in society

This outcome is achieved through courses that apply an historical and cultural perspective to the evolution of museums and their role in society.

3. Technical competency in skills relevant to museum work

This outcome is achieved through courses that offer curatorial skills, collections management skills, exhibition design and installation skills, heritage conservation skills, communication skills, including digital skills, design skills, and photographic skills, and administrative skills such as financial management.

4. Mastery of a critical vocabulary to communicate technical and theoretical aspects of museums and other cultural institutions

This outcome is achieved through coursework that introduces students to the theory and practice of museum studies, so that they can communicate their training to potential employers and audiences.

Course-specific learning outcomes are articulated on class outlines.

7. Admission/Transfer:

Admission requirements for the Minor in Museum Studies will be the same as those for the AHVS Minor.

Students transferring from other institutions will be able to satisfy the Minor in Museum Studies requirements in two years, since most the courses do not have pre-requisites. The 100, 200, and 300 level courses can be taken at the same time as long as the transfer students have second year standing.

8. Areas of employment/further study options:

If the Minor in Museum Studies is taken as part of a non-AHVS BA or BFA students, it will allow students in many disciplines to combine the intensive, subject-specific knowledge that they acquire in Majors and Honours programs with museum studies to provide a platform for entry into graduate level museum studies programs (see appendix for admission requirements for the Master of Museum Studies program at the University of Toronto). For AHVS graduates, it will similarly support entry into graduate level museum studies programs, which in turn will facilitate entry into a variety of careers, including the following:

Archivist
Material Culture Conservationist
Museum Administrator
Museum Services Employee
Museum Visitor Services
Museum Marketing and Fundraising
Collections Manager
Exhibition Designer
Art Appraiser
Curator
Museum Educator
Museum Interpreter
Heritage Consultant
Heritage Site Interpreter
Estate Planning Consultant (Provenance and title research)
Catalogue Raisonné compiler

9. Course delivery/funding/equipment/space implications:

The course delivery methods are in place already, as all the courses required for the Minor in Museum Studies are currently offered. Therefore there are no additional staff, space, or equipment requirements. No additional funding is required, since all the required courses will continue to be available. Courses in the CRMP are run on a cost recovery basis. Therefore, if there is low enrollment for a particular course, it is possible that it may be cancelled. However, as noted above, the Minor has been developed to mitigate this concern as we have included as core courses offerings only those that are run on a regular basis and have a healthy enrollment rate since they are also core in the CRMP Diploma.

We are currently developing an art learning lab in FIA 115 that will provide dedicated space for students in the Minor to work directly with university collections. This will complement the use of the McPherson Library Special Collections classroom.

10. Related Programs:

The only comparable minor in Western Canada is the Minor in Museum and Heritage Studies offered by the University of Calgary. Like the program at U of C, the UVic Minor in Museum Studies will provide a mix of courses that offer

training in the history, principles, and theories of museums with courses that provide hands-on, experiential learning working in museum settings or with objects on campus, and is expected to attain a similar average of 25-30 students completing their studies over a four-year degree program. The UVic Minor in Museum Studies will offer a wide selection of courses drawing from both the Cultural Resource Management Program's AHVS488 and 489 series and from AHVS course offerings. The Minor will also include courses from other programs across campus, including Visual Arts, Anthropology, History, Germanic and Slavic Studies, and Greek and Roman Studies.

11. Evidence of support:

We have solicited letters of support for the Minor in Museum Studies from each of the Chairs/Director of the 5 areas comprising the Faculty of Fine Arts, the Deans of the Faculties of Humanities, Science, and Social Sciences, the Division of Continuing Studies, and the Chairs of Anthropology, English, French, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, and History. Fine Arts Librarian Tad Suzuki has also been consulted. In the museum and heritage community we have received letters of support from the Director of the Legacy Art Galleries, the Director, Special Collections and University Archivist, and the Royal British Columbia Museum. We include a letter from the the University of Toronto MA in Museum Studies attesting to the value of the Minor in Museum Studies as good preparation for graduate work. Letters are included with the consultation file.

Full Program Proposal

1. Identification of the new program

1.1. **Name:** Minor in Museum Studies

1.2. **Location:** On campus at the University of Victoria with some courses offered online

1.3. **Unit offering the program:** Art History and Visual Studies, Faculty of Fine Arts

1.4. **Anticipated program start date:** September 2017

1.5. **Contact persons:**

Dr. Erin Campbell, Chair
Department of Art History and Visual Studies
250-721-7940
erinjc@uvic.ca

Dr. Evanthia Baboula
Associate Dean, Faculty of Fine Arts
250-721-7756
fineassociatedean@uvic.ca

2. History and context of the program:

The Department of Art History and Visual Studies offers a BA Honours degree, a BA Major degree, and a Minor in Art History and Visual Studies. Art History and Visual Studies examines art and visual culture across time and around the world. Students tell us that Art History and Visual Studies encourages them to think critically and creatively about the power of the visual in crafting our worlds, past and present. Constantly evolving interdisciplinary fields of inquiry contribute to and energize our programs, including Film Studies, Visual Culture Studies, Art and Architectural History, Material Culture Studies, Archaeology, Folklore, and Cultural Resource Management. A rich and long-standing relationship with the collections of the UVic Legacy Art Galleries and Special Collections affords students entry-level, hands-on opportunities to work with artwork and gain curatorial and valuable museum experience. We also partner with Continuing Studies' Cultural Resource Management Program (CRMP) to offer courses in heritage, culture, and museum studies. The credentials offered by CRMP are aimed at working professionals. The CRMP currently offers a Diploma in Cultural Resource Management (10 courses) and a Professional Specialization Certificate in Collections Management (4 courses). CRMP courses are given the AHVS course code and listed in the Undergraduate Calendar with AHVS courses. Consolidating selected existing courses offered by both AHVS and the CRMP into a new Minor in Museum Studies will offer undergraduates theoretical knowledge, practical training, and skill sets in museum studies and heritage conservation, preparing them to apply for graduate-level study, and, ultimately, careers in the museum and cultural heritage sectors. Students may also wish to pursue a Diploma through the CRMP concurrent with the Minor in Museum Studies.

3. Aims, goals and/or Objectives:

3.1 Distinctive characteristics:

Museums are community resources that steward cultural heritage and provide innovative sites of learning and knowledge creation. The term "museum" denotes a range of institutions, from art museums and galleries, to museums of natural history, historic sites, and science centres. The nature and role of museums in society is constantly evolving. The proposed Minor in Museum Studies is an innovative program that builds on existing faculty expertise and courses in Art History and Visual Studies, the Cultural Resource Management Program, and the Faculties of Fine Arts, Humanities and Social Sciences to provide both academic and professional training, allowing students to engage with the theory and practice of modern museum work. Combining a range of delivery modes, from on-campus classes, distance courses, 6-day, on-campus intensive courses, practica, and field schools, the new program allows a focused concentration on museum studies in a dynamic learning environment. It also creates a clear pathway for undergraduate students to incorporate the Cultural Resource Management Program courses within their degree, providing the unique mix of theory and practice, which is the hallmark of the Minor in Museum Studies. Courses offered by the CRMP within the Minor in Museum Studies include: AHVS 386 (Approaches to Collections and Museums; to be taught by AHVS faculty); AHVS 486A (Museum Principles and Practices I: Communities, Curatorship, and Collections); AHVS 486B (Museum Principles and Practices II: Programming, Exhibitions, and Management); AHVS 491B (Practicum in Cultural Resource Management); and course offering in the AHVS 488 and 489 series.*
*Some CRMP courses require differential fees.

3.2 Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans:

The program complements UVic's strategic goals in offering dynamic learning with opportunities for a practicum, a field school experience, and hands-on curatorial work with university art and special collections. The Minor in Museum Studies furthers the University Strategic Plan in the following ways:

i. **Objective 12:** *To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.*

The Minor in Museum Studies combines the expertise of AHVS faculty with top professionals from the museum and culture sectors in the CRMP. The program responds to student demand as well as to the needs of the museum and culture sectors.

ii. **Objective 15:** *To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.*

The strength of the Minor in Museum Studies is its blend of face-to-face on-campus 13 week courses, one-week intensive courses, online courses, and off-campus practica.

iii. **Objective 18:** *To increase co-op, internship and other experiential learning opportunities for UVic students.*

The proposed Minor in Museum Studies is designed with a significant component of dynamic learning. Museum Studies is necessarily experiential, combining the study of principles with courses that offer hands-on learning. The Minor in Museum Studies will include a practicum, which students may include as a core course or elective: AHVS 491B Practicum in Cultural Resource Management. Students may also participate in a field school by including GMST I-Witness Field School, GRS 395 Classical Studies Abroad, or GRS 495 Practicum in Archaeology as one of their electives. The program also offers many experiential learning courses, including, but not limited to: AHVS 200 Artists' Materials and Techniques; AHVS 202 Confronting the Object; AHVS 310A Making Art History; AHVS 310B Presenting Digital Art History; AHVS 310C Digital Tools for Art History and Visual Studies; AHVS 488C Communicating Through Exhibitions; AHVS 488K Exhibition Design and Installation; AHVS 489A Heritage Area Conservation; AHVS 489D Studies in Building Conservation; AHVS 489E Topics in Heritage Conservation; AHVS 489G Cultural Landscapes; AHVS 489J Conserving Historic Structures; AHVS 493 Seminar on the Williams Collection; ART 116 An Introduction to Documentary Photography; ART 380 Curatorial Direction; ANTH 240 Archaeology; ANTH 303 Anthropology of Sound; HSTR 389A Public Histories Local and Global; HSTR 489A Doing History in a Digital World.

3.3 Target audience, student and labour market demand:

The proposal for a Minor in Museum Studies was initiated in response to student demand. The Faculty of Fine Arts Advising office has noted interest in courses related to museum studies. We presently have 122 students registered in the AHVS Major program and 13 students registered in the AHVS Honours Program, and 18 students in the AHVS Minor Program. We anticipate that students registered in the Major and Honours programs may wish to add a Minor in Museum Studies. Students are increasingly pursuing opportunities to work in museums and galleries through work study and Co-op placements. Students who have had the opportunities to engage in our museum and curatorial courses such as those focused on the Williams Collection have had remarkable success securing positions in museums and with private collectors. Anne Heintz, the recently retired Academic Advisor for the Faculty of Fine Arts, has informed us that there is great interest in museum studies amongst AHVS students. We also anticipate interest from students enrolled in Visual Arts. The Departments of

History and Anthropology have also reported that their students will be interested in the Minor in Museum Studies.

We anticipate that there will be a demand in Humanities and Social Sciences to use the Minor in Museum Studies as part of their General Degree. Based on our sense of student interest in these various contexts, we expect enrolment to be around 25-30 students annually.

There is a documented demand in the museum and cultural heritage sectors for people with training in museum studies. The Minor in Museum Studies, with its unique combination of professional and academic training, will provide a platform for students to pursue further training in this area. In an article entitled "The future of jobs in Canada" (March 2013), MacLean's Magazine reported that the labour market forecasts that 45% of technical jobs in libraries, archives, museums, and galleries will go unfilled over the next 10 years (<http://www.macleans.ca/work/jobs/the-future-of-jobs-in-canada/>). Prospective jobs for students who develop the training offered in the minor in the context of a graduate degree include: Archivist, Material Culture Conservationist, Museum Administrator, Museum Services Employee, Museum Visitor Services, Curator, Museum Educator, Heritage Consultant, Heritage Site Interpreter, Exhibition Designer, Art Appraiser, Estate Planning Consultant, Museum Visitor Services, Museum Marketing and Fundraising, Catalogue Raisonné compiler.

3.4 student recruitment, retention, and success:

In addition to on-campus audiences for the program, noted above, we will be contacting area high school counselors to alert them to our new program, advertising broadly through our communications networks, websites, and media, and working closely with the Advising Centre. While not required there is also a Co-op option (the usual 4 terms) which we feel will be attractive to students and aid in retention. Students registered in a Major that allows for an AHVS Minor in Museum Studies and who are registered in the UVic Co-operative Education Program with their originating department, may with permission from their originating Co-op program elect to complete ONE work term through the AHVS Co-op program. Students in this situation must have completed one of the following in order to be eligible for an AHVS work term: either successful completion of a registered Co-op work term in their originating Co-op program, or, completion of the UVic Co-op curriculum through either their originating Co-op program or AHVS Co-op program.

In addition to the Faculty of Fine Arts Advisor, the AHVS Academic Advisor for CRMP will assist with program advising, and with the planning of AHVS 491B "Practicum in Cultural Resource Management," as well as provide career-specific guidance.

4. Admission/transfer requirements:

Admission requirements for the Minor in Museum Studies will be the same as those for the Art History and Visual Studies Major.

It is proposed that the program will first be offered in September 2017. It will normally require the usual 4 years or 8 terms of work to complete, whether classified as part of a BA or BFA degree program. Students transferring from other institutions with second year standing will be able to satisfy the Minor requirement in two years as most of the AHVS courses do not have pre-requisites. The 100, 200 level and 300 level courses can be taken at the same time as long as the transfer students have at least second year standing. AHVS transfer credit from other institutions can be used towards the Minor but students are required to take the minimum of 30.0 units total at UVic with 18.0 units being at the 300/400 level. For the Minor in Museum Studies at least 6.0 units of the AHVS 300/400 level must be taken at UVic. The flexibility of this program enables transfer students as well as existing students to move easily into the program and complete it in a timely manner.

5. Areas of specialization/evidence of adequate faculty complement:

All required courses are already in the calendar and are taught by existing AHVS faculty or CRMP faculty. Faculty expertise remains the same and at its full complement. Therefore there are no new faculty requirements or new courses required.

6. Curriculum design:

6.1 Schedule of course delivery:

The Minor in Museum Studies consists of 15.0 units of which 9.0 units are at the 300/400 level.

Students wishing to complete the Minor in Museum studies as one of the fields of concentration in their General Program or as a Minor in AHVS are required to complete successfully:

Core: 7.5 units

The development of critical thinking skills, theoretical perspectives, and practical experience are required of all students in the Minor in Museum Studies. The core courses include AHVS and CRMP courses, which are offered both on-campus and through distance learning. These courses provide foundational knowledge by combining hands-on interaction with artworks and artifacts (AHVS 200, AHVS 202, AHVS 491B, AHVS 493) with an introduction to the history and principles of museums and collections (AHVS 386, AHVS 486A, AHVS 486B). Intensive, hands-on, experiential study of objects and collections is offered in AHVS 200 Artists' Materials and Techniques and AHVS 202 Confronting the Object. AHVS 491B Practicum in Cultural Resource Management immerses students in the day-to-day operations of selected museums and heritage sites. The practicum is designed in conjunction with the student and evaluated by the Academic Advisor for the program. AHVS 493 Seminar on the Williams Collection offers students

the opportunity to work directly with the collections of the UVic Legacy Art Galleries under the supervision of the Williams Legacy Chair, who practices community -engaged scholarship. Both AHVS 491B and AHVS 493 allow students to engage with the wider community, work in teams, and translate knowledge into practice.

AHVS 200 (1.5 units)	Artists' Materials and Techniques	An examination of the techniques used by artists throughout history, in western and nonwestern cultures. The development of art technology is considered in its historical and social contexts. Period or area of emphasis may vary.	delivery: on campus, 13 weeks
AHVS 202 (1.5 units)	Confronting the Object	Provides first-hand experience working with objects in collections. Emphasizes the recovery of the historical context and the ways in which artifacts are presented in museums and other cultural institutions.	delivery: on campus, 13 weeks
AHVS 386 (1.5 units; offered by CRM; taught by AHVS faculty)	Approaches to Collections and Museums	An intensive study of the nature of selected museum and gallery collections and the ways in which they contribute to knowledge.	delivery: on campus, 13 weeks

Two of:

AHVS 486A (1.5 units; offered by CRM)	Museum Principles and Practices I: Communities, Curatorship, and Collections	Museums, their collections, and the knowledge they convey play a unique role in contemporary society. Explores the purpose and functions of museums with particular emphasis on relationships with communities and on the ways in which knowledge is created and preserved through collections and research. Topics include history and	delivery: online
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		organization of museums and collections curatorship, research, documentation and care.	
AHVS 486B (1.5 units; offered by CRM)	Museum Principles and Practices II: Programming, Exhibitions, and Management	Exhibitions and public programs are the primary means by which museums share their collections and knowledge with communities. Explores the role and development of exhibitions and programs, with particular emphasis on public partnerships, audience development and principles of design, implementation and evaluation. When offered in the distance format, the course will also address topics in museum management.	delivery: online
AHVS 491B (1.5 or 3.0 units; offered by CRM)	Practicum in Cultural Resource Management	Application of cultural resource management theories to field-based practice through placement with an organization.	delivery: location will vary, 13 weeks
AHVS 493 (1.5 units)	Seminar on the Williams Collection	An intensive study of selected aspects of the Williams Collection.	delivery: on campus, 13 weeks

Electives: 7.5 units

The electives are drawn from AHVS and CRM courses, as well as from programs in Fine Arts, Humanities, and Social Sciences that offer a skills and knowledge relevant to museum studies. These elective courses, which offer a range of delivery methods, including on-campus or online full-term courses, on-campus or on-location 6-day intensive courses, practica, and field schools, allow students to build on the foundation of theory and practice offered by the core courses while providing interdisciplinary study and the flexibility for students to choose from a range of museum-related topics. The courses offer a range of practical, theoretical, professional, and technical perspectives, providing a good introduction to the range of knowledges and competencies required to pursue post-graduate museum studies. Students are permitted to take up to 3.0 units of non-AHVS/CRMP courses as part of their electives.

AHVS 264 (1.5 units)	Art History and the Lens	A survey of the role of images in various social and cultural venues. Case studies may examine the relationships between photographic images and	delivery: on-campus, 13 weeks
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		exhibitions, publications, film, artwork, and other media within the context of different cultures and social practices.	
AHVS 300B (1.5 units)	Fakes, Forgeries and Fraud	Case studies examine art crimes in different regions and periods. Introduces historical, legal and forensic issues related to authentication and object recovery.	delivery: on campus, 13 weeks
AHVS 300C (1.5 units)	The Destruction of Art	Examines the intentional damaging of art and architecture in times of conflict. Central themes include iconoclasm, political and religious censorship, looting and vandalism. Case studies cover different regions and periods while focusing on the motivations of groups and individuals.	delivery: on campus, 13 weeks
AHVS 310A (1.5 units)	Making Art History	Experiential research into objects and applied arts. Students will engage with objects to develop technical and social insight into their histories and cultural values. Topics will vary.	delivery: on campus, 13 weeks
AHVS 310B (1.5 units)	Presenting Digital Art History	Explores the key shifts and art historical implications of the digital revolution. Students will also investigate the graphic components of their identities as emerging scholars and digital citizens, developing skills in industry-standard software and applications for effective and compelling presentations.	delivery: on campus, 13 weeks
AHVS 310C (1.5 units)	Digital Tools for Art History and Visual Studies	In this lab-based course students use digital tools in relation to art history and visual studies.	delivery: on campus; 13 weeks

		They will explore a variety of new technologies to approach, shape and develop research projects. Topics include: image mark-up and augmentation, digital curation, information visualization and mapping, contemporary and historical environment creation.	
AHVS 486A (if not taken as core) (1.5 units; offered by CRM)	Museum Principles and Practices I: Communities, Curatorship, and Collections	Museums, their collections, and the knowledge they convey play a unique role in contemporary society. Explores the purpose and functions of museums with particular emphasis on relationships with communities and on the ways in which knowledge is created and preserved through collections and research. Topics include history and organization of museums and collections curatorship, research, documentation and care.	delivery: online
AHVS 486B (if not taken as core) (1.5 units; offered by CRM)	Museum Principles and Practices II: Programming, Exhibitions, and Management	Exhibitions and public programs are the primary means by which museums share their collections and knowledge with communities. Explores the role and development of exhibitions and programs, with particular emphasis on public partnerships, audience development and principles of design, implementation and evaluation. When offered in the distance format, the course will also address	delivery: online

		topics in museum management.	
AHVS 491B (if not taken as core) (1.5 or 3.0 units; offered by CRM)	Practicum in Cultural Resource Management	Application of cultural resource management theories to field-based practice through placement with an organization.	delivery: location will vary, 13 weeks
AHVS 493 (if not taken as core) (1.5 units)	Seminar on the Williams Collection	An intensive study of selected aspects of the Williams Collection.	delivery: on campus, 13 weeks
AHVS 488A (1.5 units; offered by CRM)	Managing Cultural Organizations	An intensive study of the application of management theory and practice in cultural organizations, with particular emphasis on: characteristics of non-profit cultural organizations; governance and leadership; establishing mission goals and objectives; roles of executive and artistic directors; policy development and implementation; personnel management and team building; financial management; strategic and operational planning; information management; public relations; marketing; volunteer development; and ethical and legal issues.	delivery: online
AHVS 488B (1.5 units; offered by CRM)	Collections Management	An examination of the development and contemporary roles of museum collections, with an emphasis on the principles and practices	Delivery: online

		involved in their management, including policy development, legal and ethical considerations, documentation and information management, acquisitions, accessioning, deaccessioning, loans, risk management, care and handling. Issues of ownership, access and collections planning will also be addressed.	
AHVS 488C (1.5 units; offered by CRM)	Communicating Through Exhibits	Topics include the history, functions and purpose of exhibitions; communicating through artifacts, specimens and intangible heritage; frames of reference for communication; developing storylines; methodologies for planning; roles of the curator, educator, registrar, conservator, and other staff; project management; funding and sponsorship; temporary and travelling exhibitions; ethical considerations; and evaluation techniques.	Delivery: 6-day intensive
AHVS 488D (1.5 units; offered by CRM)	Caring for Museum Collections	An examination of the physical characteristics of museum collections, the ways they are affected by a range of factors in their physical and social environments, and the risk assessment, preventive conservation, and treatment guidelines that are utilized to ensure safekeeping of artifacts and specimens in	Delivery: online

		storage, on exhibit, and in use for research or programming purposes.	
AHVS 488G (1.5 units; offered by CRM)	Public Programming	Examines the central role of public programming and interpretation in museums, galleries, heritage programs/sites and related agencies, and the relationship with learning and education. Emphasizes approaches which respond to community interests and reflect curatorial priorities. Planning, delivery, management and evaluation strategies for a range of programming approaches are covered.	Delivery: online
AHVS 488H (1.5 units; offered by CRM)	Topics in Museum Studies	An intensive study of some special aspect or area of museum studies. Content may vary each year.	delivery: 6-day intensive or online
AHVS 488J (1.5 units; offered by CRM)	Curatorship	Examines the core curatorial concepts of collections planning, management, research, analysis, documentation, and exhibition development, and relates them to the evolving roles of museums in society. Topics include collections and acquisition policies, object oriented research methods, curatorial approaches to intangible heritage, documentation, information management, access, copyright, curatorial collaborations, and the communication	Delivery: online

		of research through exhibitions, public programming, and print and electronic media.	
AHVS 488K (1.5 units; offered by CRM)	Exhibition Design and Installation	An examination of the design process with a special focus on the design and museological elements, which are considered in the creation of effective exhibitions. Topics include the roles of exhibitions; communicating with a visitor; roles of the object; conservation considerations; visitor flow; lighting; colour; storylines; project planning and management; temporary and travelling exhibits; showcase arrangements; production scheduling, installation and maintenance. Field work, study visits, and the development of a scale model are featured.	delivery: 6-day intensive
AHVS 488M (1.5 units; offered by CRM)	Topics in Museum Studies	An intensive study in some special aspect or area of cultural management. Content may vary each year.	Delivery: 6-day intensive or online

<p>AHVS 488N (1.5 units; offered by CRM)</p>	<p>Museum Information Management</p>	<p>Museums hold a wealth of diverse information that is increasingly recognized as a key institutional and community resource. Explores the dimensions, value, and potential uses of museum information, and focuses on strategic integration and management approaches that utilize computer and Web-based information systems to organize, process, and access information for collections management, curatorial, research, programming, and administrative purposes.</p>	<p>Delivery: online</p>
<p>AHVS 488P (1.5 units; offered by CRM)</p>	<p>Human Resource Management in Cultural Organizations</p>	<p>An intensive examination of the ways in which staff and volunteers are managed in cultural organizations, with particular emphasis on museum and heritage agencies, and stresses integrated, planned approaches to human resource development. Topics include organizational dynamics; leadership and decision-making; board/staff relations; policy development; position descriptions; recruitment; performance planning; communications; legal considerations; and ethics and professionalism.</p>	<p>delivery: online</p>
<p>AHVS 488Q (1.5 units; offered by CRM)</p>	<p>Financial Management in Cultural Organizations</p>	<p>Examines the complex factors which affect the financial management and stability of cultural organizations, with particular emphasis on</p>	<p>delivery: 6-day intensive</p>

		<p>museums and heritage agencies. Topics include the changing funding environment; characteristics of non-profit agencies; strategic, operational and business planning; budgeting and accounting systems; forecasting; fundraising, grantsmanship and revenue development; managing capital projects; and legal and ethical considerations.</p>	
AHVS 488R (1.5 units; offered by CRM)	Planning in Cultural Organizations	<p>The central roles of planning in project development and/or organizational management and change are explored, along with a range of planning principles and methodologies suited to the museum, heritage, and cultural sectors.</p>	delivery: online
AHVS 488S (1.5 units; offered by CRM)	Building Community Relationships	<p>Strong, sustained and mutually beneficial relationships with communities are critical to museums, heritage agencies and cultural organizations that seek relevant, positive and socially responsible roles in society. Explores the complex factors that are reshaping relationships with communities and addresses methods of defining community characteristics and needs; potential community roles and relationships with cultural organizations; and strategies for creating and maintaining relationships with diverse groups.</p>	delivery: online

<p>AHVS 488U (1.5 units; offered by CRM)</p>	<p>Managing Archival Collections</p>	<p>A focus on archival collections as components of museum collections requiring specialized organization, management and care. Topics include the value and nature of archival materials; theories, principles, and practices governing archival management; legal, administrative, and professional frameworks; appraisal, acquisition, and accessioning; arrangement and description; physical processing and storage; preventive conservation; reference services and access; sharing archives and using them to enhance exhibits, education and outreach.</p>	<p>delivery: online</p>
<p>AHVS 488V (1.5 units; offered by CRM)</p>	<p>Museums as Learning Environments</p>	<p>Examines the role of museums, galleries, interpretive centres and other related organizations as effective informal learning environments. Topics include an exploration of the history and frameworks for museum learning and practice, learning theories and understanding visitors, audience engagement and development, organizations and facilities that support learning; strategies for design and marketing, research and evaluation of learning initiatives.</p>	<p>delivery: online</p>
<p>AHVS 489A (1.5</p>	<p>Heritage Area Conservation</p>	<p>Topics in the conservation and rehabilitation of</p>	<p>delivery: 6-day intensive</p>

units; offered by CRM)		historic urban and rural areas. The historical, aesthetic, economic, social, and legal aspects of heritage area planning will be considered. Case histories and planning models will be discussed. An applied studies project normally will be assigned.	
AHVS 489C (1.5 units; offered by CRM)	Determining Significance of Heritage Resources	Definition of the heritage value or significance of a historic place or resource is a key step in the inventory and management of heritage resources. This course begins with an exploration of the range of historical, aesthetic, social and scientific values that establish the character-defining elements of historic resources, including buildings, structures, historic districts and cultural landscapes. Various methods of inventory and evaluation, from numerical scoring systems to systems that establish historical contexts or thematic studies, are discussed along with their roles in guiding subsequent conservation planning and decision-making.	delivery: online
AHVS 489D (1.5 units; offered by CRM)	Studies in Building Conservation	Theoretical and applied studies in the conservation of historic structures. Topics may include site history, pathology, preservation and repair of selected	delivery: 6-day intensive

		materials (wood, masonry, brick, plasterwork, metalwork), chromochronology. Laboratory sessions on the examination and analysis of materials may be conducted.	
AHVS 489E (1.5 units; offered by CRM)	Topics in Heritage Conservation	An intensive study of some special aspect or area of heritage conservation. Content may vary each year.	delivery: 6-day intensive
AHVS 489G (1.5 units; offered by CRM)	Cultural Landscapes	Culturally modified landscapes are important heritage resources, both in their own right and as a context for historic places. Explores the range and characteristics of cultural landscapes including gardens, parks, transportation corridors, and settlement and traditional use sites; and focuses on methods of 'reading landscapes' to determine significance and character defining elements; site examination, inventory and analysis; preservation and conservation strategies; preservation legislations, planning, easements, registration and funding. Field work is featured.	delivery: 6-day intensive
AHVS 489H (1.5 units; offered by CRM)	Cultural Tourism	Visitors to museums and heritage organizations are seeking authentic, engaging and memorable experiences that foster an awareness of the history and culture of local	delivery: 6-day intensive or online

		communities. Explores the complex dynamics, benefits, and issues associated with cultural tourism and provides strategies to assess the opportunities and implications associated with tourism development and programming for cultural institutions.	
AHVS 489J (1.5 units; offered by CRM)	Conserving Historic Structures	The steps involved in identifying and recommending strategies to conserve historic structures are addressed. Topics include the components, materials and systems of historic structures; factors causing deterioration; investigation and documentation techniques; approaches to conservation treatments; and project management strategies. Participants will have opportunities to focus on selected architectural materials and features.	delivery- 6-day intensive
AHVS 489K (1.5 units; offered by CRM)	Heritage Conservation in Context	Addresses the complex range of principles and practices that influence heritage preservation and conservation planning and decision-making. The implications of international and national conservation charters, principles, standards and guidelines are discussed, along with legal,	delivery: online

		programmatic and financial incentives and constraints.	
AHVS 489L (1.5 units; offered by CRM)	Heritage Conservation Planning	Focuses on approaches to planning and heritage conservation decision-making, and discusses the components of the conservation planning process including community involvement and consultation, the acquisition and integration of technical information and professional expertise, and the integration of conservation planning in the long-term management of heritage resources.	delivery: online
ANTH 240 (1.5 units)	Archaeology	An introduction to archaeological research and problems of interpretation. Laboratories will provide an opportunity to become familiar with archaeological materials and with some basic techniques of analysis.	delivery: on campus, 13 weeks
ANTH 303 (1.5 units)	Anthropology of Sound	Examines sound-related dimensions from an anthropological perspective. Draws on ethnographies of listening, sound art works and recent writings in Sound Studies. Students experiment with soundscape production.	delivery: on campus; 13 weeks
ANTH 305 (1.5 units)	Anthropology of the Arts	Critical approaches to the anthropological study of the visual arts of the 19	delivery: on campus; 13 weeks

		th and 20th centuries using case study examples from a variety of geographical areas.	
ANTH 393 (1.5 units)	Selected Problems in Anthropology: Cultural Anthropology [special topics course; may be used as an elective when topic offered is "Communities and Collections"]	Presentation of selected problems in anthropology.	delivery: on campus, 13 weeks
ART 105 (1.5 units)	Foundation Photography and Video Art	One of four courses forming the foundation year for studies in Visual Arts, this course focuses on the processes and ideas associated with the practices of contemporary photography and video art. Students will explore a range of studio practices and theoretical issues.	delivery: on campus, 13 weeks
ART 106 (1.5 units)	Foundation Core Media Technologies and Arts	One of four courses forming the foundation year for studies in Visual Arts, this course focuses on the core digital technologies applicable to the visual arts.	delivery: on campus: 13 weeks
ART 141	An Introduction to Contemporary Photography	An introductory lecture and practical course focusing on the ideas associated with contemporary art photography. Through lectures which will introduce students to various practices of contemporary photographers and photography	delivery: on campus: 13 weeks

		assignments, students will gain insight into photography as an art practice within the field of contemporary art.	
ART 380 (3.0 units)	Curatorial Direction	Using the resources of the Visual Arts Department, students will learn to develop ideas around the exhibition of works of art. This may include organizing thematic group shows, solo exhibitions, promotion, cataloguing, presentation and fundraising.	delivery: on campus: 13 weeks
FRAN 325 (1.5)	Studies in the Cultures of the French-speaking World	Study of cultures in the French-speaking world using a variety of sources.	delivery: on campus: 13 weeks
GMST 489 (3.0 units)	I-witness Field School	Exploration and analysis of the ways in which the Holocaust has become memorialized in Central Europe, focusing on memorial sites, museums and monuments of the Holocaust. The course will begin at the University of Victoria and will require three weeks of study and travel in Central Europe.	delivery: combines on-campus and off-campus hours during the summer term
GRS 395 (3.0 units)	Classical Studies Abroad	Extensive overview of monuments and material culture through participation in an on-site study trip abroad. Emphasis is placed on archaeology, history and architecture.	delivery: off-campus during the summer term
GRS 495 (3.0 units)	Practicum in Archaeology	Introduction to the methods and techniques of archaeology in the Mediterranean through participation in an excavation. Engagement in university-	delivery: off-campus during the summer term

		level research and learning foundational principles of excavation and survey.	
HSTR 389A (1.5 units)	Public Histories Local and Global	Public history is the presentation of the past outside academia, where people learn about the past when they visit museums, watch TV, take walking tours, go online, see films, or read novels that seek to represent worlds as they once were. Introduces students to the diverse field of public history: its definitions, its practitioners, its methods and its debates. Field trips will showcase local public history.	delivery: on campus, 13 weeks
HSTR 489 (1.5 units)	Seminar in Public History	Public History involves all the applications of history outside academia. Explores one or more of the following public history subjects: heritage and museum studies; public memory and commemoration; oral history; digital history; historical re-enactments; history in the popular media; history and community engagement.	delivery: on campus, 13 weeks
HSTR 489A (1.5 or 3.0 units)	Doing History in a Digital World	A hands-on, workshop-oriented introduction to archival research and writing history for the internet. Often collaborating with community groups, students work in teams to create authoritative, engaging websites on different themes.	delivery: on campus; 13 or 26 weeks

MEDI 451 (1.5 units)	Reading, Writing and the Book in the Medieval World	A selective overview of the historical development of medieval media and communications practices and technology focusing especially on the manuscript book. Topics will normally include some of the following: the spread and consequences of literacy, orality and literacy, text and image, the formation of textual communities, the processes and sites of manuscript production, transmission and dissemination (monastic scriptoria, universities, workshops, libraries), paleography, codicology and the shift from script to print.	delivery: on campus; 13 weeks
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7. Enrollment plan:

We presently have 122 students registered in the AHVS Major program, 13 students registered in the AHVS Honours Program, and 18 students in the AHVS Minor Program. We anticipate that students registered in the Major and Honours programs may wish to add a Minor in Museum Studies. The former Academic Advisor for the Faculty of Fine Arts has informed us that there is great interest in museum studies amongst AHVS students. We also anticipate demand from Visual Arts. The Departments of History and Anthropology have also reported that their students will be interested in this the Minor in Museum Studies.

We also anticipate that there will be a demand in Humanities and Social Sciences to use the Minor in Museum Studies as part of their General Degree.

8. Related Programs:

The only comparable minor in Western Canada is the Minor in Museum and Heritage Studies offered by the University of Calgary. This is a 10 course program which includes 4 core and 6 elective courses. Like the program at U of C, the UVic Minor in Museum Studies will provide a mix of courses that offer training in the history, principles, and theories of museums with courses that provide hands-on, experiential learning working in museum settings or with objects on campus, and is expected to attain a similar average of 25-30 students

completing their studies over a four-year degree program. The UVic Minor in Museum Studies will offer a wide selection of courses drawing courses from both the AHVS and CRMP. Selected museum-related courses from Visual Arts, Anthropology, French, History, Germanic and Slavic Studies, Greek and Roman Studies, and History are also included as electives.

9. Evidence of Support:

We have solicited letters of support for the Minor in Museum Studies from each of the Chairs/Director of the 5 areas comprising the Faculty of Fine Arts, the Deans of the Faculties of Humanities, Science, and Social Sciences, the Division of Continuing Studies, and the Chairs of Anthropology, English, French, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, and History. Fine Arts Librarian Tad Suzuki has also been consulted. In the museum and heritage community we have received letters of support from the Director of the Legacy Art Galleries, the Director, Special Collections and University Archivist, and the Royal British Columbia Museum. We include a letter from the the University of Toronto MA in Museum Studies attesting to the value of the Minor in Museum Studies as good preparation for graduate work. Letters are included with the consultation file.

10. Conclusion:

In conclusion, we request that the committee consider the substantial benefits of offering a Minor in Museum Studies to students across campus. The proposal responds to student and employment demand; it is offered by a Department with a long record of successful program offerings; and it is cost neutral. Students will find the Minor in Museum Studies advantageous in many respects. The Minor in Museum Studies will provide foundational training in the theories and practices of the museum and cultural heritage sectors. Providing both flexibility in course offerings and delivery methods, the Minor in Museum Studies offers a significant component of dynamic, experiential learning. Moreover, in tandem with excellent academic training from expert faculty, the Minor in Museum Studies allows students to work alongside and learn from museum and heritage professionals. Such training will give students invaluable insights into employment opportunities and also inform their choices for post-graduate training in the museum and cultural heritage sectors.

AHVS Minor in Museum Studies Consultation

- 1. Chairs and Director of the Faculty of Fine Arts**
- 2. Deans of Humanities, Social Sciences, Science, Continuing Studies**
- 3. Chairs of Social Science and Humanities**
- 4. UVIC Partners**
- 5. External consultation**

- 1. Chairs and Director of the Faculty of Fine Arts**

Chair, Visual Arts

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 11:16 AM

To: Visual Arts Chair <visualartschair@uvic.ca>

Subject: AHVS Minor in Museum Studies proposal

Dear Paul, as part of the formal consultation process I am sending for your review the draft proposal for the AHVS Minor in Museum Studies. In particular, I wanted to draw your attention to the inclusion of ART 116 An Introduction to Documentary Photography and ART 380 Curatorial Direction. We are hoping to include these courses as electives. We also hope that the new minor will be of interest to Visual Arts students.

Many thanks for your feedback.

All the best, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Visual Arts Chair <visualartschair@uvic.ca>

Date: Wednesday, 18 January, 2017 4:01 PM

To: Art History Chair <arthistorychair@uvic.ca>

Subject: Re: JD

Hi Erin,

Thanks for this. It's a big help.

To follow up on first year classes for your minor. ART 106 is our class where students learn about design related software. It is not strictly an art class but a hands on exploration on these software skills.

ART 105 is our photo and video class. This is more of an art class.

ART 141 is our photography for non-majors. Students who have experience in art making likely won't get a lot out of this class and should take 105 if they have experience and would like to build on it and learn more about the history of these

disciplines.

I'm looking forward to continuing this dialogue.

Cheers,

Paul

Paul Walde,
Associate Professor
Chair, Department of Visual Arts
University of Victoria

e: pwalde@uvic.ca

w: paulwalde.com

Director, Music

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 11:18 AM

To: Music Director <musicdirector@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Christopher, as part of the formal consultation process I am sending you the draft proposal of the AHVS Minor in Museum Studies. We are planning to include the proposal in cycle 2 curriculum. I welcome your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria

Email: erinjc@uvic.ca

Tel: 250-721-7940; Fax: 250-721-7941

From: Music Director <musicdirector@uvic.ca>

Date: Sunday, 15 January, 2017 1:31 PM

To: Art History Chair <arthistorychair@uvic.ca>

Subject: Re: AHVS Minor in Museum Studies

Erin, I apologise for not looking at this sooner.

Reading it through, it seems a very thorough proposal, promoting a very practical program. Given the size and excellence of the resources available to it in Victoria, and the qualifications of the AHVS faculty, it will be an important addition to the University calendar.

Best wishes,

Christopher

Christopher Butterfield

Director
Maclaurin B104
School of Music

University of Victoria P.O. Box Victoria, BC V8W 2Y8

Tel. 250-721-7901
Fax 250-721-6597

Chair, Theatre

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 11:20 AM

To: Theatre Chair <theatrechair@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Allana, as part of the formal consultation process I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include the proposal in cycle 2 curriculum. Many thanks for your feedback.

All the best, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Theatre Chair <theatrechair@uvic.ca>

Date: Tuesday, 3 January, 2017 9:00 PM

To: Art History Chair <arthistorychair@uvic.ca>

Subject: Re: AHVS Minor in Museum Studies

Dear Erin,

Many thanks for the opportunity to read your department's proposal for a Minor in Museum Studies.

Some of our students have participated in theatrical performances organized by museums' educational programs, so I predict that there will be several Theatre students who will want to augment their majors in Theatre with a minor in Museum Studies.

Best regards,
Allana

Chair, Writing

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 11:22 AM
To: Writing Chair <writingchair@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear David, as part of the formal consultation process I am sending you the draft proposal of the AHVS Minor in Museum Studies. We are planning to include it in cycle 2 curriculum. Many thanks for your feedback. Sincerely, Erin
 Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

From: Writing Chair <writingchair@uvic.ca>
Date: Monday, 2 January, 2017 3:33 PM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: Re: AHVS Minor in Museum Studies

Hi Erin:

I hope you had a refreshing holiday!

I had a chance to read over this proposal, and I am happy to offer our full support as a department for this Minor in Museum Studies. I imagine that some of our students might be interested in taking this Minor, and I can also see the potential to attract students in the Humanities into this program, too.

Please feel free to share this email as documentation of consultation with and support from our department.

Bes,
 David

David Leach
 Chair, Department of Writing
 Fine Arts 249, University of Victoria
dleach@uvic.ca, (250) 721-7627
 Tw: @LeachWriter
 Sk: david_a_leach

2. Deans of Faculties of Humanities, Science, Social Sciences, Continuing Studies

Dean of Humanities

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 11:49 AM

To: Chris as DeanHums <deanhums@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Dean Goto-Jones, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Humanities, and that some may wish to combine it with a major in one of the disciplines in your Faculty, as well as consider including it as part of a General Degree. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From the Faculty of Humanities, we have included as electives several courses from History, Germanic and Slavic Studies, and Greek and Roman Studies.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Margaret Cameron <margaret@uvic.ca>
Date: Monday, 16 January, 2017 4:26 PM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: Re: Museum Studies proposal

Hi Erin,

That's perfect! Yes, we will be squeezed into the Dean's Boardroom. See you then.

Margaret

From: Art History Chair <arthistorychair@uvic.ca>
Date: Monday, January 16, 2017 at 15:58
To: Margaret Cameron <margaret@uvic.ca>
Subject: Re: Museum Studies proposal

Dear Margaret, Tusa Shea, CRM Program Co-ordinator, and I will attend – at 2:30. Is the meeting in the Dean's Boardroom? Many thanks for the invitation.

All the best, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Margaret Cameron <margaret@uvic.ca>
Date: Friday, 13 January, 2017 1:33 PM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: Museum Studies proposal

Dear Erin,

Brendan Burke forwarded me the really exciting Museum Studies proposal that you'd sent to him in December. Brendan is now away in Greece for the term, but he wrote to me with some questions. I am wondering whether you would be able to come to our next Chairs and Directors meeting to outline the proposal and answer a few questions. Brendan raised the point that there are possibly other courses in our Faculty that could be useful to your proposed program.

Our next meeting will be Wednesday, January 18 from 2:30 until 4:00. We can fit you in anytime during that period.

Please let me know whether you would permit me to circulate the proposal to our Chairs and Directors in advance of the meeting. I'm sure they're all keen to take a look!

If you'd like to speak with me in advance, please let me know. I'm picking up the organization on this matter from Lisa Surridge, our Associate Dean Academic, who is on leave this term.

Thanks very much Erin! I hope you're doing well.

Sincerely,
Margaret

Margaret Cameron

Associate Dean Research (Humanities)
Associate Professor (Philosophy)
Canada Research Chair
University of Victoria
T 250-721-7221

uvic.ca

Dean of Science

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 11:54 AM
To: sciedean <sciedean@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear Dean Lipson , as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Science, and that some may wish to combine it with a major in one of the disciplines in your Faculty, as well as consider including it as part of a General Degree. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

Dean of Social Science

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 12:01 PM
To: "Catherine Krull - Dean, SOSOC" <soscdean@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear Dean Krull , as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Social Sciences, and that some may wish to combine it with a major in one of the disciplines in your Faculty, as well as consider including it as part of a General Degree. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From Social Sciences we have included a number of courses from Anthropology as electives. We have met with Ann Stahl as well as Andrea Walsh, who have provided valuable input for the draft proposal.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca

Tel: 250-721-7940; Fax: 250-721-7941

Acting Dean, Division of Continuing Studies

From: Art History Chair <arthistorychair@uvic.ca>

Date: Sunday, 29 January, 2017 6:26 PM

To: Richard Rush <uvcsdean@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Richard – we really appreciate your support for the AHVS Minor in Museum Studies. Would you be willing to send a short note expressing your support, for inclusion in our formal consultation package? I am hoping to finalize the package by the end of the week.

Many thanks, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria

Email: erinjc@uvic.ca



Division of Continuing Studies | Office of the Dean
PO Box 1700 STN CSC Victoria British Columbia V8W 2Y2 Canada
T 250-721-8456 | F 250-721-8774 | uvcsasst@uvic.ca | continuingstudies.uvic.ca

January 30, 2017

Dr. Erin J. Campbell, Chair
Department of Art History & Visual Studies
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
V8W 2Y2

Dear Erin:

Re: Proposed Minor in Museum Studies at the University of Victoria

The Division of Continuing Studies is pleased to provide this letter of support for the proposed AHVS General and Minor in Museum Studies at the University of Victoria.

The Division works very closely with Art History and Visual Studies in our Cultural Resource Management programs (CRMP). I have reviewed the proposal and have no concerns, especially as it relates to the Division. While the CRMP Diploma focuses on emerging and mid-career professionals I agree that this program would allow undergraduate students an opportunity to ladder into the profession where they could gain field experience and later on move into the CRMP Diploma program. Alternatively, I believe it would also benefit undergraduate students who enroll in the Minor program in combination with the CRMP Diploma.

I am fully supportive of the proposal and believe it will be of benefit to the University and its students. I wish you the best success as you move this proposal forward.

Sincerely,

Richard Rush,
Acting Dean
Division of Continuing Studies
University of Victoria

CONTINUING
STUDIES 

3. Chairs in Social Sciences and Humanities

Anthropology

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 12:40 PM

To: Ann Stahl <stahlann@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear Ann, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. Many thanks for meeting with Tania Muir and I a few weeks ago to discuss our plans. We are planning to include the proposal as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Anthropology. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From Anthropology we have included a number of courses as electives, including ANTH 240 Archaeology, ANTH 303 Anthropology of Sound, ANTH 305 Anthropology of the Arts, and ANTH 393 when offered as "Communities and Collections."

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Anthropology Chair <anthone@uvic.ca>
Date: Wednesday, 25 January, 2017 3:36 PM
To: Erin Campbell <erinjc@uvic.ca>
Subject: RE: AHVS Minor in Museum Studies

Hi Erin,

Thank you for sharing the draft of your department's proposal for a Minor in Museum Studies. I have shared the proposal with colleagues in my department whose courses would be available to students pursuing the minor and all are pleased to see this development on campus. As you know, museum studies are deeply relevant to Anthropology and over the years we have offered and will continue to offer courses focused on the role of museums within our discipline. A particular emphasis for us centres on community engagement and of course our Anthropology of Sound course offers students opportunities for experiential learning in a museum setting. We're thus pleased to see anthropology courses among the options for the minor and we'll keep you informed as other potentially relevant courses are proposed.

In the meantime, I'm happy to lend Anthropology's voice of support to your proposal. It fills an important niche and provides students with skills-based training that will serve them well as they move beyond their bachelor degrees.

Wishing you well with the launch of the program.

Best, Ann

Ann Stahl, Professor & Chair
Department of Anthropology
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Phone: (250) 721-7057

Fax: (250) 721-6215

<http://anthropology.uvic.ca/>

Greek and Roman Studies

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 12:44 PM

To: Brendan Burke <bburke@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Brendan , as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Greek and Roman Studies. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From Greek and Roman Studies we have included GRS 495 Practicum in Archaeology as an elective.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Brendan Burke <bburke@uvic.ca>

Date: Monday, 2 January, 2017 3:17 PM

To: Art History Chair <arthistorychair@uvic.ca>

Cc: Ingrid Holmberg <ingrid@uvic.ca>

Subject: RE: AHVS Minor in Museum Studies

Dear Erin,

Happy New Year. And thanks for this consultation. I support the minor in Museum Studies enthusiastically. I have consulted with some colleagues in Humanities to see if there is additional input.

I would suggest that GRS 395 Classical Studies Abroad also be included in your list of relevant courses. The course takes place in Greece (and in some years Turkey) and involves visits to archaeological sites and museums pretty much exclusively. We are offering it this coming semester. Students learn a great deal about non-North American cultural resource management, heritage management, and artifact presentation.

I am leaving for Greece next week and Ingrid Holmberg will be Acting Chair of the Department. I'm happy to contribute to any discussion as an interested party.

All the best,
Brendan

Brendan Burke
Associate Professor
Department of Greek and Roman Studies
University of Victoria

Office: Clearihue B413
Tel: 250 721 8522

English

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 12:46 PM
To: Iain Higgins – Chair of English <englchr@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear Iain, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in English. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca

Tel: 250-721-7940; Fax: 250-721-7941

Hispanic and Italian Studies

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 12:49 PM

To: Beatriz de Alba-Koch <albakoch@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Beatriz , as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Hispanic and Italian Studies. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Beatriz de Alba-Koch – Chair of Hispanic and Italian Studies
<hispchair@uvic.ca>

Date: Thursday, 5 January, 2017 1:00 AM

To: Art History Chair <arthistorychair@uvic.ca>

Subject: Re: AHVS Minor in Museum Studies

Dear Erin:

Thank you for consulting with us regarding the proposed Minor in Museum Studies. This is a valuable initiative and we look forward to its establishment.

All the best,

Beatriz

Beatriz de Alba-Koch, PhD Chair,
Hispanic and Italian Studies
Director, Latin American Studies

[University of Victoria](http://www.uvic.ca), Canada

Editorial Boards *Revista Canadiense
de Estudios Hispánicos, Cincinnati
Romance Review, Literatura
Mexicana*

T. 250-721-7412

Germanic and Slavic Studies

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 12:56 PM

To: Charlotte Schallie <schallie@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Charlotte, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include it as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in Germanic and Slavic Studies. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From Germanic and Slavic Studies we have included GMST 489 I-Witness Field School as an elective.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Helga Thorson <helgat@uvic.ca>

Date: Friday, 30 December, 2016 7:22 PM

To: Art History Chair <arthistorychair@uvic.ca>

Cc: Charlotte Schallie <schallie@uvic.ca>

Subject: Re: AHVS Minor in Museum Studies

Dear Erin,

I am writing in support of the Museum Studies minor. We strongly believe that the minor will be of great interest to students in Germanic and Slavic Studies, particularly those students who participate in the I-witness Field School. I should also let you know that we are going to be collaborating with the USC Shoah Foundation in the near future and will be offering a course on testimony (*GMST 484 Holocaust Testimony and Archival Practice*) in which students get to learn to archive Holocaust

testimony (using USC Visual Archive material). This course will be offered for the first time in the spring of 2018 and would also be a good fit for the minor as well.

Thank you for consulting with us.

All the best,

Helga

Helga Thorson
Chair
Germanic and Slavic Studies
University of Victoria
T 250-721-7320
helgat@uvic.ca

<http://www.uvic.ca/humanities/germanicslavic/>

Department of History

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 1:00 PM

To: John Lutz <jlutz@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear John, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. Many thanks for meeting with me a few weeks ago to provide input. We are planning to include the proposal as part of the cycle 2 curriculum process. We are hoping that the minor will be of great interest to students in History. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. From History we have included HSTR 389 Public Histories Local and Global, HSTR 489 Seminar in Public History, and HSTR 489A Doing History in a Digital World as electives.

Many thanks for your feedback.

Sincerely, Erin
Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: John Lutz <jlutz@uvic.ca>

Date: Sunday, 29 January, 2017 7:48 PM

To: Art History Chair <arthistorychair@uvic.ca>
Subject: RE: AHVS Minor in Museum Studies consultation

Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

Dear Erin,

As the chair of the History Department I am writing to express my support of the Minor in Museum Studies. The minor will be attractive to History Majors who wish to consider a career working in museums and will complement the History Department's undergraduate course and new graduate program in Public History.

With best wishes...

John

John Lutz, chair
 Department of History
 University of Victoria
 PO Box 1700 STN CSC
 Victoria, B.C. V8W 3P4



Medieval Studies Program

From: Art History Chair <arthistorychair@uvic.ca>
Date: Sunday, 29 January, 2017 6:43 PM
To: Helene Cazes <hcazes@uvic.ca>
Subject: AHVS Minor in Museum Studies + MEDI 451

Dear Helene – many thanks for your suggestions of courses for the proposed AHVS Minor in Museum Studies. We have included MEDI 451 – a great addition!! Would you be willing to send me a short note of support for the program, by the end of this week?

Many thanks, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

From: Helene Cazes <hcazes@uvic.ca>

Date: Sunday, 29 January, 2017 7:46 PM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: Support for the AHVS Minor in Museum Studies

Dear Erin,

Many thanks for your consultation about the new AHVS Minor in Museum Studies and for including our Manuscript course, held in the Special Collections, MEDI 451. I fully support the proposal for this Minor, which will expand the perspectives of employment for many students. Although many MEDI graduates find summer jobs, internships and sometimes permanent positions in museums, they need a professional path to these careers and we are happy that AHVS proposes this degree. I do not doubt that many MEDI majors and minors will sign up for this new Minor.

Best regards,

—

[Hélène Cazes](#)

Professor, University of Victoria

www.helenecazes.info

Graduate Advisor, [French Department](#) | Director, [Program of Medieval Studies](#) |
 Coordinator, [Humanities Diploma Program](#)

Department of French

From: Art History Chair <arthistorychair@uvic.ca>
Date: Sunday, 29 January, 2017 6:47 PM
To: Marc Lapprand <lapprand@uvic.ca>
Subject: AHVS Minor in Museum Studies: FRAN 325

Dear Marc – many thanks for your suggestion of FRAN 325 for the proposed Minor in Museum Studies. Would you be willing to write a brief note of support for the proposed program, to be included in formal consultation package? I would need it by the end of this week at the latest.

All the best, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

From: Marc Lapprand <lapprand@uvic.ca>
Date: Monday, 30 January, 2017 10:29 AM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: RE: AHVS Minor in Museum Studies: FRAN 325

Dear Erin,

This memo will give full support to the creation of a General and Minor in Museum Studies, in the Art History and Visual Studies Department. To that effect, we are

happy to potentially contribute to your electives with FRAN325, “Studies in the Cultures of the French-Speaking World,” which is one of our only two upper-level courses taught in English. This course varies contents according to whoever is assigned it. Our recent recruit, Dr. Sara Harvey, a specialist of pre-modern French theatre, would be ideal to propose a 325 with a focus on the archives of the *Comédie-française*, one of her present research and publication areas. This course is normally being offered every two years. Since it is taught this very term (Catholicism, Culture, Québec, Religion in Québécois Literature and Society), we may anticipate it will be offered in 2018-2019.

I hope this helps your implementing this great program, and I wish it success and prosperity.

Cheers,

ml



Marc Lapprand
French

Chair

Office : 250 721 7362
Mobile : 250 661 0198

Follow us:   

4. UVIC Partners

Director, Legacy Art Galleries

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 4:34 PM

To: Mary Jo Hughes <hughesmj@uvic.ca>

Subject: AHVS revised proposal for the Minor in Museum Studies

Dear Mary Jo, as part of the formal consultation process, I am sending you the revised draft proposal for the AHVS Minor in Museum Studies. Many thanks for

reviewing the proposal last week. I really appreciate your suggestions and I have strengthened parts of the proposal in response to your comments. We are planning to include the proposal as part of the cycle 2 curriculum process. Your response to this email will be included in the formal consultation package.

Many thanks for your feedback.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria

Email: erinjc@uvic.ca

Tel: 250-721-7940; Fax: 250-721-7941

From: Mary Jo Hughes <hughesmj@uvic.ca>

Date: Monday, 30 January, 2017 12:46 PM

To: Erin Campbell <erinjc@uvic.ca>

Cc: Caroline Riedel <criedel@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Erin,

I would like extend my enthusiastic support on behalf of the University of Victoria Legacy Art Galleries towards the development of a Minor in Museum Studies in the Art History and Visual Arts Studies department. My staff has examined your proposal and we believe there is good value in it that will allow students to have a practical focus on museum studies. The proposal is in line with UVic's desire to provide more dynamic and experiential learning opportunities for students that will assist them toward diverse career paths.

We look forward to assisting your department with the goals of the Minor program by providing access and learning opportunities through our exhibitions, collections, expertise, and museum setting.

Yours sincerely,

Mary Jo Hughes

Director

University of Victoria Legacy Art Galleries

630 Yates Street, Victoria, BC V8W 1K9

250-721-8807 hughesmj@uvic.ca

www.legacy.uvic.ca

Director, Special Collections and University Archivist

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 4:42 PM
To: Lara Wilson <ljwilson@uvic.ca>
Subject: AHVS Minor in Museum Studies

Dear Lara, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include the proposal as part of the cycle 2 curriculum process. The minor is the result of a collaboration between AHVS and the Cultural Resource Management Program. We have also included electives from a variety of programs in Fine Arts, Humanities, and Social Sciences. We envision Special Collections as playing a key role in some of the courses, especially in courses taught by Marcus Milwright, such as AHVS 200 Artists' Materials and Techniques and AHVS 202 Confronting the Object. We look forward to enriching our partnership with Special Collections through this new credential. If you have any questions, don't hesitate to contact me.

Many thanks for your feedback.

Sincerely, Erin
 Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

MEMORANDUM

Special Collections & University Archives

Email: ljwilson@uvic.ca

Telephone: (250) 472-4480

To: Dr. Erin Campbell, Chair

Department of Art History and Visual Studies

From: Lara Wilson, Director Special Collections & University Archivist

Date: February 14, 2017

Re: Proposal for General and Minor in Museum Studies Art History and Visual Studies

Please consider this memo a statement of support from Special Collections & University Archives regarding the proposed General and Minor in Museum Studies.

In the last several years the Libraries has been increasing experiential learning opportunities for students, fellow librarians, and faculty using rare and unique materials from our print and archival collections. This initiative is identified in the Libraries Strategic Directions document, and has developed through partnerships between our archivists and librarians, and instructors from Fine Arts, Humanities, Social Sciences, Engineering, and Continuing Studies.

The proposed General and Minor in Museum Studies will enrich the undergraduate learning experience, and also increase the awareness of print and archival materials' functions within museum settings; archival and rare print holdings compliment, but are distinct from, museum objects. Primary sources such as historical documents and rare publications provide context to museum and gallery objects, for general collections research, as well as exhibitions and other educational activities. Introducing understanding of the creation and management of archival and rare print materials, as well as analysis of their characteristics and contexts, into museum studies in the undergraduate programming will benefit future practitioners, as

well as the libraries and archives with whom they will partner.

Fine Arts Librarian, Tad Suzuki

From: Art History Chair <arthistorychair@uvic.ca>

Date: Friday, 30 December, 2016 4:46 PM

To: Tad Suzuki <suzukit@uvic.ca>

Subject: AHVS Minor in Museum Studies

Dear Tad, as part of the formal consultation process, I am sending you the draft proposal for the AHVS Minor in Museum Studies. We are planning to include the proposal as part of the cycle 2 curriculum process. The library representative on the Faculty of Fine Arts Curriculum Committee will be reviewing the proposal, but I also wanted to send you a copy in advance of the committee. There should be no implications for the library since all of the courses are currently being taught so there will be no need areas to resource.

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria

Email: erinjc@uvic.ca

Tel: 250-721-7940; Fax: 250-721-7941

MEMORANDUM

TO: Prof. Erin Campbell, Chair, Dept of Art History & Visual Studies

FROM: Tad Suzuki, Fine Art Librarian, McPherson Library

DATE: January 6, 2017

RE: Library Response to the [Draft] Proposal for General and Minor in Museum Studies, Art History and Visual Studies

Summary

The proposed Minor Program in Museum Studies in the Dept of Art History and Visual Studies is consisted of preexisting courses. Therefore, it does not immediately cause concerns regarding in the Library collections to support the program or budget shortfalls in the part of the Library. However, if the Department foresees that the program in museum studies is expanding in research or increasing in the student enrollment in the future, a moderate increase in the base budget for the current Art History monograph fund (ARTH1) may be desirable. Instructors for the core and elective courses in the Program should consult with Fine Art Librarian or appropriate liaison librarians for their department for further Library collection development.

The Collection Activities

Two core courses in the proposed minor program, AHVS 486A (Museum Principles and Practices I) and AHVS 486B (Museum Principles and Practices II), have been taught by sessional instructors as online distant courses in Continuing Studies as part

of their certificate program in cultural management. Since Continuing Studies does not have monograph budget in the Library, the instructors in those two courses never requested, nor been consulted for, monograph purchases through ARTH1 in the past. However, regular instructors in the Dept of Art History & Visual Studies had been active in building monograph collections in museum studies as needed. Therefore, we have acquired some monographs as part of our regular monograph purchases throughout each year. We can certainly continue this practice into the future. Museum studies (LC Class AM) is currently designated as B (book slips) in our GOBI approval plans; and relevant e-slips are circulated to regular professors in the Dept.

However, if the enrollment in museum studies courses grow in the future, a moderate increase in the base budget (ARTH) may be desirable.

The Current Collections in Museum Studies

Monographs: We currently hold over 100 titles under the subject heading “Museum techniques.” Further, a subject keyword search “museums” yields over 1500 monograph titles in the McPherson collections.

Journals: We hold over 40 journal titles in museum studies, including online and print journals. Our current subscriptions of online journal in museum studies include the following titles:

Intervención

Journal of Conservation and Museum Studies

Journal of Curatorial Studies

Museum Anthropology

Museum and Society

Museum History Journal

Science Museum Group Journal

Studies in Conservation

Visitor Studies

Zhongguo bo wu guan (=Chinese Museum)

We also hold a number of museum or research institute “bulletin” type of serial titles from around the world, such as:

American Art (National Museum of American Art, Smithsonian Institute)

Cleveland Studies in the History of Art (Cleveland Museum of Art)

Etnologiska Studier (Goteborgs Etnografiska Museum)

ICON News (Institute of Conservation, London)

Museum (Tokyo National Museum)

Revista del Museo de Antropologia (Universidad Nacional de Córdoba, Argentina)

Tate Papers

Van Gogh Studies (Van Gogh Museum, Amsterdam)

Subject Databases: Generally museum studies are indexed many different subject databases. Some of the important databases in the field in our subscriptions are as follows:

Academic Search Complete
 Anthropology Plus
 Art Full Text
 Art Source
 CBCA Complete

5. External Consultation

**Dean of the ISchool, University of Toronto, which offers an MA in Museum Studies;
 see response of Director of the museum studies program**

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 5:25 PM
To: "wendy.duff@utoronto.ca" <wendy.duff@utoronto.ca>
Subject: AHVS Minor in Museum Studies

Dear Dean Duff, the Department of Art History & Visual Studies at the University of Victoria is in the process of proposing a Minor in Museum Studies. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and Social Sciences, to offer UVic students a valuable new credential. At this juncture, as part of the formal consultation process, would you be willing to provide your impression of the program and comment on its value as a stepping stone to graduate programs in museum studies, such as the Master of Museum Studies program offered by the ISchool? Our undergraduate students have been successful in gaining admittance to your program in the past, and we are hoping to strengthen their foundation in museum studies and make them more competitive by offering this new credential. We are planning to put the proposal forward in the next curriculum cycle, which takes place in mid-late January. I know how busy you are – even a few brief comments would be very helpful!

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
 Art History & Visual Studies, University of Victoria
 Email: erinjc@uvic.ca
 Tel: 250-721-7940; Fax: 250-721-7941

From: Wendy Duff
Sent: December-30-16 8:34 PM
To: Art History Chair
Cc: Matthew Brower
Subject: RE: AHVS Minor in Museum Studies

Hi Erin

Your program sounds very interesting. While I would like to help you the Director of Museum Studies, Matt Brower will be able to provide more constructive comments on your program.

Good luck with your new Minor.

Best

Wendy

From: Matthew Brower <matthew.brower@utoronto.ca>
Date: Sunday, 15 January, 2017 10:54 AM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: proposed minor in museum studies

Dear Professor Campbell,

The proposed minor in museum studies looks to be a significant new opportunity for the Art History & Visual Studies Students at the University of Victoria. The incorporation of the Cultural Research Management courses into the minor and the interdisciplinary range of courses on offer distinguish the program from the various curatorial studies minors on offer at other universities. Students who have completed this program would be well positioned for entry into our masters program.

Best,

Matthew Brower
Assistant Professor and Director
Museum Studies
Faculty of Information
University of Toronto

VP Collections, Knowledge, and Engagement, RBCM

From: Art History Chair <arthistorychair@uvic.ca>
Date: Friday, 30 December, 2016 5:17 PM
To: "scooper@royalbcmuseum.bc.ca" <scooper@royalbcmuseum.bc.ca>
Subject: AHVS Minor in Museum Studies

Dear Dr. Cooper, the Department of Art History & Visual Studies at Uvic is in the process of proposing a Minor in Museum Studies. Drawing on the strengths of AHVS and the Cultural Resource Management Program, the minor also incorporates courses relevant to museum studies from the Faculties of Fine Arts, Humanities, and

Social Sciences, to offer UVic students a valuable new credential. We envision that having a program dedicated to museum studies will encourage us to strengthen our ties to the RBCM. Courses in the minor already engage with collections and curators at the RBCM, and we hope that even more opportunities will arise for courses to directly involve your collections and that students may potentially seek out the chance to do practica at the RBCM. At this juncture, as part of the formal consultation process, would you be willing to provide your impression of the program and comment on its value to the museum and cultural heritage sector? We are hoping to put the proposal forward in the next curriculum cycle, which takes place in mid-late January. I know how busy you are – even a few brief comments would be very helpful! I enjoyed meeting you at the CRMP Advisory Committee meeting in November. We are very fortunate to have your expertise on the committee!!

Sincerely, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941



Dr. Erin J. Campbell
Chair
Art History & Visual Studies
University of Victoria
3800 Finnerty Rd
Victoria
BC V8P 5C2

9 February 2017

Dear Dr Campbell,

Art History & Visual Studies - Minor in Museum Studies

Thank you for consulting with the Royal BC Museum in the development of the proposed Museum Studies Minor in the Art History & Visual Studies department of the University of Victoria.

The Royal BC Museum is pleased to confirm its support for the establishment of a Minor in Museum Studies at the University of Victoria.

Your proposed program is robust and would provide students with a balanced introduction to the world of museums. The Royal BC Museum looks forward to supporting you in whatever way it can to ensure the future success of this valuable course.

Yours sincerely,

Dr. Scott Cooper
Vice President – Collections, Knowledge and Engagement.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read "Valerie Kuehne".

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Proposal to Establish a Minor in Theatre

Basis for Jurisdiction: Senate Committee on Planning meeting on March 15, 2017
Senate meeting on April 7, 2017

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build on faculty expertise. The proposed Minor in Theatre will help UVic to be nationally and internationally competitive in the recruitment and retention of high calibre students (Objective 4) and to be competitive in the quality of our program offerings (Objective 14).

Previous Consultation: At its meeting on April 7, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a Minor in Theatre. This proposal was approved by the Senate Committee on Planning on March 15, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Minor in Theatre, as described in the document "Proposal for a Minor in Theatre", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

The Minor will comprise 15 units of Theatre courses. The widest array of courses is available as there are no required courses. In addition, many of the courses offered do not have prerequisites. Of those requiring prerequisites, the majority are either with “permission of the department” or with a specified second- or third-year minimum standing. Information regarding requirements is stated in the course descriptions of the UVic Calendar. From the variety of courses offered, students will have the opportunity to take a comprehensive approach to the Minor in Theatre, or focus on a particular sub-discipline within the program (specifically, Applied Theatre, Performance, or Theatre History).

Alignment with the university’s mission and strategic plan

The Mission Statement of the 2012 Strategic Plan includes the commitment of “integrating teaching, learning, research and civic engagement across the disciplines” (p. 6). To contribute to student success and experience, programs “build on the attributes of a liberal education, which include, most importantly, the capacity for critical thinking, good judgment and effective communication.”(p. 12).

A Minor in Theatre will promote these intentions by engaging students from a multitude of disciplines and providing them with a unique and practicable skill set. Theatre is by nature an interdisciplinary art founded on innovative, creative problem solving, collaboration and effective communication.

Senate/academic considerations

The Department of Theatre is the only unit in the Faculty of Fine Arts presently not offering a minor. With the recent proposal of a General degree in Fine Arts, the introduction of a Theatre Minor will ensure the Fine Arts Faculty will be able to offer courses from all units. The Theatre Department at the University of Victoria is also one of the few theatre programs in Canada not offering a Theatre Minor option.

Demand and availability

The demand for a Theatre Minor is evidenced by the widespread availability of such a program on other Canadian campuses. Introducing an equivalent program will potentially draw more students to our campus who may otherwise choose to pursue a Theatre Minor elsewhere.

Resource implications

No new staff, space or library resources are needed.

Other relevant factors

A Minor in Theatre will make the Department of Theatre more competitive by attracting and retaining students as well as satisfying the existing demand from students within our faculty and from across campus. Immersed in an environment of a fully functioning, purpose-built theatre plant, students will take courses with substantial experiential learning opportunities encompassing a wide-range of theatre disciplines. Students will be instructed by practicing professional artists and exceptional scholars with additional support from dedicated teaching staff. Graduates have a wide range of competencies in theatre and transferable skills that provide them with a competitive edge as they enter the employment market or pursue post-graduate programs. Finally, a Minor in Theatre is consistent with the University of Victoria’s Strategic Plan and is cost neutral.

Attachment(s): Proposal to Senate, dated March 22, 2017, for the establishment of a Minor in Theatre.



University
of Victoria

Associate Vice-President Academic Planning

PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax (250) 721-7216
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Minor in Theatre

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Minor in Theatre.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Theatre, as described in the document "Proposal for a Minor in Theatre", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

Minor in Theatre

Dean's Name: Dean Susan Lewis	Signature Dean: 
Contact Name and Number: Ami Cheli (Assistant to the Dean)	250.721.7755
Date approved by Department: January 19, 2017	Head: Dr. Allana C. Lindgren
Date approved by Faculty: February 8, 2017	Dean or Faculty Chair: Dean Susan Lewis



Minor in Theatre

A. Identification of new Minor

Name, Location, Academic units (Faculties, departments, or schools) offering the new Minor	Department of Theatre, Faculty of Fine Arts
Anticipated start date	September 2017
Name, title, phone number and email address of contact person	Dr. Allana C. Lindgren Chair, Department of Theatre 250.721.8006 theatrechair@uvic.ca

B. History and context of the Minor

This year, the Department of Theatre at the University of Victoria is celebrating fifty years since the Division of Theatre was established in 1967. During its history, the department has earned a reputation of graduating well-rounded theatre practitioners by virtue of its comprehensive offering of programs, and outstanding faculty and teaching staff. At this juncture, the department is well positioned to expand its program to include a Theatre Minor.

The Faculty of Fine Arts is comprised of the Departments of Art History and Visual Studies, Theatre, Visual Arts, Writing and the School Of Music. The faculty offers programs leading to the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science. The Faculty also offers interdisciplinary programs in Film Studies and Arts of Canada, as well as diploma and certificate programs in several sub-disciplines of Fine Arts. Minors are offered in the following areas:

- Arts Of Canada (offered jointly with the Faculty of Humanities)
- European Studies (offered jointly with the Faculties of Humanities and Social Sciences)
- Film Studies (offered jointly with the Faculty of Humanities)
- Art History and Visual Studies
- Music
- Professional Writing in Journalism and Publishing
- Visual Arts
- Technology and Society (offered jointly with Faculty of Social Sciences, Engineering, Human and Social Development, Humanities and Education)
- Digital and Interactive Media in the Arts (*pending Senate approval for May, 2017*)
- Creative Writing (*pending Senate approval for May, 2017*)

The Department of Theatre is the only unit presently not offering a minor. With the recent proposal of a General degree in Fine Arts, the introduction of a Theatre Minor will ensure the Fine Arts Faculty will be able to offer courses from all units.

The Theatre Department at the University of Victoria is one of the few theatre programs in Canada not offering a Theatre Minor option. In British Columbia, most of the universities offering an undergraduate degree in theatre studies also offer a minor (University of British Columbia, Simon Fraser University, University of Thompson Rivers, University of Fraser Valley, Vancouver Island University and Trinity Western University). It is imperative the University of Victoria remain competitive by including the Theatre Minor in its programs for consideration by present and prospective students from across UVic, the province and country.

C. Aims, goals and/or objectives

The Minor in Theatre will reflect the inherent strengths of the Fine Arts Faculty combining courses the rigor of traditional academic courses with studio-based experiential courses. The appeal to students will be the ability to select courses from a wide range of choices from most sub-disciplines in theatre. Regardless of the chosen learning pathway, the Minor in Theatre has the potential to be an excellent complement to other programs.

The Minor will comprise 15 units of Theatre courses. The student must achieve a minimum of 6 lower-level units and 9 upper-level units to qualify. The widest array of courses is available by virtue of the fact there are no required courses to complete the Minor. In addition, many of the courses offered require no prerequisites. Of those requiring prerequisites, the majority are either with "permission of the department" or with a specified second- or third-year minimum standing. Information regarding requirements is stated in the course descriptions of the UVic Calendar. From the variety of courses offered, students will have the opportunity to take a comprehensive approach to the Minor in Theatre, or focus on a particular sub-discipline within the program (specifically, Applied Theatre, Performance, or Theatre History).

Purpose

The Minor in Theatre will respond to student demand and promote Theatre as a relevant area of study. Students will have the opportunity to learn a wider range of competencies giving them a competitive edge as they enter the employment market.

Additionally, the Minor will serve as a possible retention strategy for students who enter UVic as Theatre Majors and who subsequently decide not to pursue the intensive demands and focus of the Theatre programs. These students will be able to apply their lower-level credits toward the Minor, and continue to study theatre as a complement to their new program. Consequently, the Minor will potentially be a determining factor for greater recruitment and retention at UVic.

Program Strengths

- Responsive to student and industry demand;
- Expert faculty and teaching staff with professional, practical experience in all disciplines of theatre;
- Majority of courses taught by regular full-time faculty;
- Superior facilities acknowledged as one of the finest teaching and performance venues and one of the few purpose-built theatre structures on Canadian campuses;
- Courses offered in most disciplines within theatre: Applied Theatre, Design, Performance, Production and Management and Theatre History;
- Skills transferable to many professions.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

The Mission Statement of the 2014 Strategic Plan includes the commitment of "integrating teaching, learning, research and civic engagement across the disciplines" (p. 6). To contribute to student success and experience, programs "build on the attributes of a liberal education, which include, most importantly, the capacity for critical thinking, good judgment and effective communication."(p. 12).

A Minor in Theatre will promote these intentions by engaging students from a multitude of disciplines and providing them with a unique and practicable skill set. Theatre is by nature an interdisciplinary art founded on innovative, creative problem solving, collaboration and effective communication.

Specific to this proposal, the Department of Theatre is responding to:

Objective 12: *To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.* (p. 25)

The provision of a Theatre Minor is an addition that will offer superior learning opportunities for all students taking Theatre courses. The overwhelming majority of Theatre courses (core and survey courses alike) are taught by regular faculty. The composition of the classroom will include Theatre Majors and Minors learning together and working collaboratively. All instructors (regular faculty, sessionals and teaching staff) possess impressive credentials locally, nationally and internationally and are held in high esteem in their artistic practice, their research and their teaching ability. All courses are delivered onsite within a purpose-built and fully functioning theatre plant. Within such an immersive and inclusive environment, inspired by superior teaching, a synergy across disciplines is possible.

Specific to the pursuit of this objective are the following Strategies:

(1) **Strategy 12 (a)** *activities designed to enhance student recruitment, retention and success* (p. 25).

A Theatre Minor may assist in recruitment and retention. The Department will offer the Minor in the hopes of attracting students to UVic who are interested in pursuing a minor in conjunction with another degree. Also, it is anticipated the Minor will offer a viable option to students who begin their studies as Theatre Majors but who decide not to continue the intensive immersive discipline of theatre. These students either transfer to other universities offering a Theatre Minor to avoid losing their Theatre credits; or transfer into other programs at UVic and sacrifice a portion of their Theatre credits. These students will now have the opportunity to continue studies in theatre and use lower-level credits towards achievement of a Theatre Minor.

(2) **Strategy 12 (c)** *explore options for enriching student learning and outcomes through a variety of mechanisms, such as refining and assessing the utility of establishing "breadth requirements" in the curriculum.* (p. 26).

The contribution to the breadth requirement is facilitated by the variety and applicability of disciplines offered within the Department. Theatre History has the potential to augment a focus in English, History, Art History and Visual Studies, Arts of Canada, and European Studies. A growing body of research suggests the theatre can be an effective vehicle in promoting social, economic, political and therapeutic interests. Applied Theatre perhaps most clearly supports this use through its dedication to using theatre in theatrical and non-theatrical settings such as cultural, recreation and community centres, historic and environmental sites, museums, prisons, hospitals, social service and health agencies. The potential for enrichment of students pursuing degrees in Fine Arts, Education, Social Sciences, Humanities, Human and Social Development, Law and Medical Science is apparent.

Objective 18: *To increase co-op, internship and other experiential learning opportunities for UVic students* (p. 29).

Many of the courses offered to Theatre Minor students are experiential and studio-based and most rely on experiential learning in whole or in part. In addition, alongside Majors, Minor students will have the opportunity to engage in extra- and co-curricular opportunities central to the philosophy of the Department, including student-devised productions staged by SATCo, the student-run, in-house theatre company.

Target audience, student and labour market demand

The demand for a Theatre Minor is evidenced by the widespread availability of such a program on other Canadian campuses. Introducing an equivalent program will potentially draw more students to our campus who may otherwise choose to pursue a Theatre Minor elsewhere. Based on previous inquiries, we anticipate enrollment will be ten to fifteen students.

The Minor in Theatre has the potential to provide a unique skillset, which will make the program attractive to students from many faculties: Education, Fine Arts, Human and Social Development, Humanities, Sciences and Social Sciences. The connectivity of theatre with its emphasis on communication and collaboration will be an asset in such industries as health, education, business, management, public administration, digital and social media production, human resources, child and youth care, law, social work, and psychology. The proposed program will benefit students pursuing traditional academic opportunities in the areas of History and English, for example, by adding depth and breadth to the major focus area.

The Minor in Theatre captures a number of undergraduate demographics:

- Students who commence a Theatre Major and later discontinue their focussed pursuit in favour of another program, but still wish to benefit from the competencies offered by theatre study;
- Students in the Department of Writing who would like to complement their understanding of theatre (particularly those pursuing playwriting and screenwriting) but are unable to undertake a double Major;
- Students in the Fine Arts Faculty who are interested in studying theatre but may not meet the requirements of a Theatre Major, are not interested in pursuing a sole discipline, or who wish to pursue the proposed General degree in Fine Arts;
- Students from other faculties who wish to enhance an academic program with a creative component offering applicable skillsets to future employment (as in Applied Theatre being used across disciplines in many global contexts of the rapidly expanding delivery of information and discovery);
- Students who wish to combine two minors to fulfill the requirements of a General degree in Humanities and Social Sciences.

A Theatre Minor will provide a pathway to several fields offering diverse opportunities within Canada and internationally. Depending on course selection, graduates from the program will be qualified to pursue further education and/or training either at UVic or other institutions.

Some possible fields of study and employment include, but are not limited to:

- Advertising and Marketing
- Advocacy and Activism
- Administration
- Business and Sales
- Cultural industry
- Digital and Social Media
- Education
- Entertainment industry
- Event Planning
- Freelance Artist
- Drama therapy
- Recreation
- Research and Development

Include plans for student recruitment, retention, and success

We will advertise the Theatre minor on our website. The Faculty of Fine Arts Undergraduate Student Advisor will also apprise students of the Theatre Minor option, particularly students who are majoring in other subjects in the Faculty of Fine Arts; students who begin as Theatre majors and then decide to pursue another major; and students enrolled in other majors who wish to take as many Theatre courses as possible without switching their majors.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

The Minor in Theatre will be available to all UVic undergraduate students. No separate application is necessary. Some individual course options for the Minor will have prerequisites. Most upper electives require only a second- or third-year standing or permission of the Department. Prerequisites are indicated in the calendar.

Students transferring from other institutions will be able to satisfy the Minor in Theatre requirements in two years since most courses do not have prerequisites. Students wishing to pursue courses in Applied Theatre must complete THEA 132 to apply to take the 200, 300 and 400 level courses concurrently. For all upper level Theatre History courses, THEA 236 is the required prerequisite. All other 100, 200 and 300 level courses may be taken concurrently with second-year standing.

The Fine Arts Undergraduate Advisor advises students on issues of registration, course and program selection. As program advisor for the Minor in Theatre, the Fine Arts Undergraduate Advisor helps students select courses and find appropriate pathways through the program.

Any course that constitutes part of a student's Honours, Major, General (other than the proposed Fine Arts General degree) or another minor program cannot be used to fulfill the requirements of the Minor in Theatre.

E. Areas of specialization and evidence of adequate faculty complement

Professor Conrad Alexandrowicz (Movement, Directing)
Dr. Warwick Dobson (Applied Theatre)
Professor Patrick DuWors (Design)
Professor Fran Gebhard (Acting, Directing)
Professor Linda Hardy (Voice, Acting, Directing)
Professor Mary Kerr (Design)
Dr. Allana C. Lindgren (Theatre History)
Professor Peter McGuire (Directing, Production and Management)
Professor Brian Richmond (Acting, Directing)
Dr. Kirsten Sadeghi-Yekta (Applied Theatre)
Dr. Tony Vickery (Production and Management, and Theatre History)
Dr. Jennifer Wise (Theatre History)
Professor Jan Wood (Acting)

F. Curriculum design

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses. Course descriptions included in the FPP should be of the level of detail found in the academic calendar.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

To qualify for a Minor in Theatre, students must achieve a minimum of 15 units: 6 lower-level and 9 upper-level. To offer students the greatest flexibility in course selection, there are no core or required courses to complete the Minor in Theatre. Please see Appendix A, which details the eligible Theatre courses.

The program will be comprised of existing courses in the Department of Theatre. No new courses are required. The majority of courses proposed for the Minor are currently offered by regular faculty.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Theatre is about the immediacy of performance. Therefore, the Department of Theatre remains committed to providing in-person experiential opportunities for students who work collaboratively on productions. In other words, there are no plans for distance education or computer-assisted delivery at this time.

Linkages between the learning outcomes and the curriculum design

Program-Specific Learning Outcomes for the Minor in Theatre

1. Develop skills and confidence in the role of creativity in critical thinking, and innovative problem solving.
2. Develop life skills intrinsic to theatre including:
 - effective communication skills including public-speaking;
 - community building;
 - ability to work collaboratively and effectively in small and large groups;
 - leadership skills including the ability to team-build and motivate;
 - goal-oriented approach to work with effective time-management skills and respect for deadlines;
 - self-discipline with an ability to demonstrate commitment, accept responsibility and work independently;
 - accept criticism with adaptability and flexibility;
 - increased self-confidence;
 - ability to critically evaluate subjective material.
3. Potential to apply theatre methodologies in a professional setting.
4. Understand the capacity of theatre as a transformative art.

Course-specific learning outcomes are articulated on class outlines.

UVic Learning Outcomes

The Minor in Theatre addresses the following UVic Learning Outcomes:

Intellectual, academic and practical skills in:

- Inquiry, analysis, problem solving;
- Critical, innovative and creative thinking;
- Effective written, visual, and oral communication;
- Critical evaluation of qualitative and quantitative information;
- Collaboration and the ability to work in teams.

Personal and social responsibility capacities:

- Informed civic engagement and understanding from local to global;
- Intercultural knowledge and sensitivity;
- Ethical and professional reasoning and action;
- Life-long learning.

These outcomes are achieved through:

- Academic, extra- and co-curricular programs of the highest quality;
- Integration of research and teaching across the curriculum;
- Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance;
- Opportunities for research, experiential, and work-integrated learning;
- Active engagement with diverse communities, societal issues and meaningful intellectual challenges.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- Describe use and purpose of practica, Co-op work terms, or other forms of experiential learning
- Where work terms or field placements are a component of the Minor, describe the unit's plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements.
- Where applicable, describe the anticipated outcomes of the work term or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.
- Opportunities for civic engagement

Most of the classes in the Department of Theatre have an experiential component that involves embodying and performing research and/or course material. Similarly, students enrolled in courses connected with the Department's Mainstage season will engage in the experiential assignments as they learn all aspects of the artistic and administrative elements of theatre, and acquire production-related skills (e.g. scenery construction, costume building, marketing, box office and front-of-house management, etc.). As the Mainstage productions are open to the University community and the general public, the courses with assignments that are part of the Mainstage season are directly involved in civic engagement.

Residency requirements and anticipated times to completion

The Theatre Minor could be completed within the usual time frame of a four-year degree.

Policies on student evaluation, candidacy exams, and oral examinations

Students enrolled in the Theatre Minor will be evaluated in accordance with the evaluation processes detailed in individual course outlines.

Plans for integration of teaching and research

Research-inspired teaching in the Department of Theatre is evidenced throughout the curriculum as our faculty draw upon robust creative and academic endeavours as theatre artists, facilitators and researchers to inspire students. We offer several unique courses that directly reflect areas of faculty research (e.g., Canadian Dance History: Issues in Embodiment, Broadway Producer, Performance and Popular Culture, History of Theatre Criticism, Physical Theatre Creation and Producing Non-Profit Professional Theatre in Canada).

Describe any plans to develop international or Indigenous content or perspectives

Issues involving the history of Indigenous-settler relations are discussed in the context of cultural and theatrical performance in several of the existing courses in the Department, including Theatre 211 (Modern and Contemporary Theatre), Theatre 333 (Canadian Dance History), and Theatre 414 (Canadian Theatre History). The Department is hoping to offer a course solely focused on Indigenous theatre during the 2017-2018 academic year, if funding permits. This course would be taught by an Indigenous artist-scholar.

The Department of Theatre currently has an exchange program with Bangkok University and previously has offered a field school in India. The Department is currently considered other field school opportunities, including field schools to New York, the Oregon Shakespeare Festival, and an Applied Theatre in Latin America.

G. Enrolment plan for the length of the Minor (Include a table of anticipated annual intake and graduates including those in any existing program)

The Department intends for the Minor to be an ongoing option.

It is anticipated the Department of Theatre has the potential to increase enrollment to maximum capacity in the courses offered as part of the Minor.

There is a broad range and quantity of required courses offered on an ongoing basis. Although not all of the upper-level electives will be available every year, the existing rotation will allow students to pursue their course preferences within the usual time frame of a four-year degree.

H. Resources required from Library

(Include evidence of consultation with UVic Librarian)

No new library resources are required for the Theatre Minor. For further details, please see the letter of support provided by Mr. Tad Suzuki in Appendix B.

I. Related Minors within UVic or other British Columbia post-secondary institutions

The University of Victoria's Faculty of Fine Arts offers Minors in the following areas:

- Arts Of Canada (offered jointly with the Faculty of Humanities)
- European Studies (offered jointly with the Faculties of Humanities and Social Sciences)
- Film Studies (offered jointly with the Faculty of Humanities)
- Art History and Visual Studies
- Music
- Professional Writing in Journalism and Publishing
- Visual Arts
- Technology and Society (offered jointly with Faculty of Social Sciences, Engineering, Human and Social Development, Humanities and Education)
- Digital and Interactive Media in the Arts (*pending Senate approval for May, 2017*)
- Creative Writing (*pending Senate approval for May, 2017*)

Most universities offering an undergraduate degree in theatre studies also offer a minor:

- University of British Columbia
- Simon Fraser University
- University of Thompson Rivers
- University of Fraser Valley
- Vancouver Island University
- Trinity Western University

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

BC Institutions

Dr. Elspeth Pratt, School of Contemporary Arts, Simon Fraser University

Dr. Heather Davis-Fisch, Theatre Department Head, University of the Fraser Valley

UVic

Mr. Richard Rush, Acting Dean, Division of Continuing Studies

Dean Katherine Krull, Faculty of Social Sciences

Dean Saul Klein, Gustavson Business School

Dr. Ingrid E. Holmberg, Acting Chair, Department of Greek and Roman Studies

Professor Paul Walde, Chair, Department of Visual Arts

Dr. Erin Campbell, Chair, Department of Art History and Visual Studies

Dr. Christopher Morgan, Chair, Department of Pacific and Asian Studies

Professor David Leach, Chair, Department of Writing

Dr. Iain Macleod Higgins, Chair, Department of English

Mr. Tad Suzuki, Fine Arts Librarian

PROPOSAL FOR MINOR IN THEATRE
Appendix A

Course	Unit	Title	Description
THEA 101	3.0	Introduction to the Theatre	A practical and theoretical introduction to play analysis, to dramatic criticism, to theatrical form, and to the principles of stage production. Attendance at live performances is required.
THEA 102	1.5	Theatre Appreciation: From Page to Stage	A course designed to enhance understanding and appreciation of today's theatre. Assignments include watching plays on video and attendance at live theatre performances.
THEA 105	3.0	An Introduction to Stagecraft and Technical Practice	The intensive study and application of the principles of scenery and costume construction, stage lighting, and theatre organization and practice. Practical assignments will include the preparation and crewing of department productions. <i>This course is not available to non-Theatre students but may be used for credit by former Theatre Major students.</i>
THEA 111	1.5	Theatre History I	A survey of the history of western theatre from its beginnings to the Middle Ages. Early forms, conventions and styles are compared with those of the contemporary theatre.
THEA 120A	1.5	Introduction to the Art of Acting I	An orientation to the art of acting and an introduction to the actor's creative process. <i>This course is not available to non-Theatre students but may be used for credit by former Theatre Major students.</i>
THEA 120B	1.5	Introduction to the Art of Acting II	A continuation of the Art of Acting I. <i>This course is not available to non-Theatre students but may be for credit by former Theatre Major students.</i>
THEA 122	1.5	The Acting Experience	An examination of the fundamentals of the art of acting through self-exploration, improvisation, character and scene study.
THEA 132A	1.5	Exploring Theatre Through Dramatic Process I	A course designed for students interested in the improvisational nature of theatre as it applies to working spontaneously or through text with an emphasis on collective creation. Recommended for students considering careers in alternative theatre practices, theatre for social change, health education, museum education and young audiences, teaching, recreation, counselling, child and youth care.
THEA 132B	1.5	Exploring Theatre Through Dramatic Process II	A continuation of the explorations of improvisation and collective creation.
THEA 150	1.5	Public Speaking	An overview of the theoretical bases of speech communication; development of the vocal, verbal, and non-verbal skills of organization and presentation essential to effective communication.
THEA 235	3.0	Introduction to Applied Theatre	A broad interpretive examination of the uses of theatre in a variety of educational and non-traditional settings.
THEA 236	1.5	Theatre History II	A survey of the history of western theatre from the Middle Ages to the closing of the English playhouses in 1642. Early forms, conventions and styles are compared with those of the contemporary theatre.

Course	Unit	Title	Description
THEA 304	1.5	Acting for the Camera	Familiarizes students with the techniques necessary to deliver a truthful performance for the camera. The course will also address set etiquette, finding an agent, cold reading, how to do a live audition and how to prepare a taped audition.
THEA 309A	1.5	History of Opera to the Late 19th Century	Survey course designed to introduce students to the history of opera as a theatrical genre. Emphasis will be placed upon composers and librettists who were major influences in the development of opera from the Renaissance through to the end of the Romantic age. Dramatic style and theory will be addressed.
THEA 309B	1.5	Modern Opera	A continuation of 309A, investigating the history of Western opera as a theatrical genre from the late 19th century to the present.
THEA 310	1.5	Seminar in Theatre History I	Intensive study of a specific period or genre. The topics for consideration will change each year.
THEA 311	1.5	Seminar in Theatre History II	Intensive study of a specific period or genre. The topics for consideration will change each year.
THEA 312	1.5	Pre-modern Japanese Theatre	Surveys Japanese theatre history from earliest times until the nineteenth century. Introduction to the major forms, styles and theory of traditional Japanese theatre, including nô, kyôgen, bunraku and kabuki.
THEA 314	1.5	Studies in Theatre of the Ancient World	Theatre in ancient Greece or Rome.
THEA 315	1.5	Studies in Medieval Theatre	Theatre of the Middle Ages.
THEA 316	1.5	Studies in Theatre of the Enlightenment	Theatre in the 17th and 18th centuries.
THEA 317	1.5	Studies in 19th-Century Theatre	Theatre in the 19th century.
THEA 318	1.5	Studies in Contemporary Theatre	Modern theatre.
THEA 319	1.5	Studies in Renaissance Theatre	Theatre of the Renaissance in Italy, France and England.
THEA 327	1.5	Introduction to Physical Theatre Creation	A practical course in collaborative methods of theatre-making and performance.
THEA 328	1.5	The Theatre of Indonesia	A survey of the theatre of Indonesia. Examines trance dances, traditional puppet theatres of Java and Bali, folk theatres of Java, Bali, and Sumatra and national Indonesian language-art theatre and drama. Readings of plays in translation will be supplemented by videos, films, and slides of performances.
THEA 333	1.5	History of Dance in Canada	An examination of the history of dance in Canada. Potential topics include artistic innovations, dance as a form of social activism and the politics of the performer's body.
THEA 335	3.0	Applied Theatre I	Advanced study of the theory and practice of Applied Theatre.
THEA 336	1.5	Theatre History III	Survey of western theatre history from Corneille to the Victorians. Introduction to library research methods in theatre history.

Course	Unit	Title	Description
THEA 337	1.5	History of the Broadway Musical	An examination of the Broadway Musical from its genesis in the mid-nineteenth century to the present day.
THEA 338	1.5	The Broadway Producer	An examination of the role of for-profit producers in the creation of shows on Broadway in New York City.
THEA 339	1.5	Performance in Popular Culture	Examines performances in such popular culture phenomena as role-playing games, fantasy/anime conventions, cosplay and board games. Draws on theories from the field of Performance Studies to examine how we perform while playing.
THEA 355	1.5	Ways of Seeing I	An introduction to the language of creativity and visual expression. A study of elements of design and how we apply them in the theatre. The class will consist of theoretical discussion, historical analysis and practical design assignments.
THEA 356	1.5	Ways of Seeing II	Further explorations in the use, creative interpretation, and communication of stage design through theory and practical projects.
THEA 362	1.5	History of Fashion and Body Modification I	A survey of costume and fashion from ancient times through the 17th century. Historical analysis of garments with emphasis on cultural, artistic and psychological aspects.
THEA 363	1.5	History of Fashion and Body Modification II	A survey of costume and fashion in the 18th, 19 th , 20th and 21 st centuries. Historical analysis and a detailed study of how clothing/costume signals and defines culture.
THEA 367	1.5	Producing Non-Profit Professional Theatre in Canada	<i>Models studied will range from the large (regional or festival theatres) to the small (fringe shows). Topics include mandates and artistic vision; incorporation and governance of non-profit societies; creation of artistic vision; fundamentals of budgeting marketing, development and production management strategies.</i>
THEA 379	1.5	Musical Theatre Workshop: Singing	<i>Singing for the musical stage. Included will be work in vocal technique, presentation and interpretation. Examines both solo and choral work.</i>
THEA 409	1.5	Theories of Acting	From Plato to Robert Lepage.
THEA 410	1.5	Seminar in Theatre History III	Intensive study of a specific period or genre. The topics for consideration will change each year.
THEA 411	1.5	Seminar in Theatre History IV	Intensive study of a specific period or genre. The topics for consideration will change each year.
THEA 412	1.5	Modern Japanese Theatre	Surveys Japanese theatre history from the nineteenth century until the present day. Covers the reform of kabuki and emergence of such modern theatre genres as shinpa, shingeki, angura and butô. Drama, dance and other performance arts are discussed.
THEA 414	1.5	Studies in Canadian Theatre and Drama	Canadian theatre and drama.
THEA 435	3.0	Applied Theatre II	Advanced study of the theory and practice of Applied Theatre.

Appendix B: Letters of Support



SCHOOL FOR THE CONTEMPORARY ARTS

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Goldcorp Centre for the Arts
149 West Hastings Street
Vancouver, BC, Canada V6B 1H4

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FAX 778.782.5907
www.sfu.ca/sca

January 17 2017

Dr. Allana C. Lindgren
Chair
University of Victoria
Department of Theatre
PO Box 1700 STN CSC
Victoria, BC
V8W 2Y2

theatre@uvic.ca

Dear Dr. Lindgren

I have read the proposal for creating a Minor program in Theatre within the Department of Theatre in the Faculty of Fine Arts at the University of Victoria. I strongly support the proposal.

A minor will allow more students to study theatre, which I believe will benefit a much broader segment of the student population than are currently able to access this opportunity. The skills gained explicitly through theatre are important to all Faculties; Law, Business, Education, Fine Arts, Human and Social Development, Humanities, Sciences and Social Sciences. Adding a minor will significantly diminish the siloing of the arts and contribute to the goal of equipping students with the skills, the discipline, the flexibility, the creativity, the understanding and acumen to contribute to society in a meaningful way.

Please do not hesitate to contact me if you have further questions concerning your proposal.

Sincerely,

Original signed by Elspeth Pratt

Elspeth Pratt
Director



Appendix B: Letters of Support

Division of Continuing Studies | Office of the Dean
PO Box 1700 STN CSC Victoria British Columbia V8W 2Y2 Canada
T 250-721-8456 | F 250-721-8774 | uvcsasst@uvic.ca | www.uvic.ca/continuingstudies/

January 19, 2017

Dr. Allana C. Lindgren
Associate Professor
Chair, Department of Theatre
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
V8W 2Y2

Dear Allana:

Re: Proposed Minor in Theatre at the University of Victoria

The Division of Continuing Studies is pleased to provide this letter of support for the proposed Minor in Theatre at the University of Victoria.

We have reviewed the proposal and have no concerns regarding the same as it relates to the Division. We are supportive of the proposal and believe it will be of benefit to the University.

We wish you the best success as you move this proposal forward.

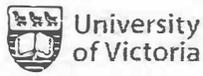
Sincerely,

Original signed by Richard Rush

Richard Rush,
Acting Dean
Division of Continuing Studies
University of Victoria

CONTINUING
STUDIES

Appendix B: Letters of Support



Faculty of Social Sciences
Business & Economics Building Room 456 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5058 | F 250-472-4583 | socialsciences.uvic.ca | @UVicSocialSci

Dr. Allana C. Lindgren
Associate Professor
Chair, Department of Theatre

Dr. Lindgren,

I am pleased to write a letter of support for the proposed Minor in Theatre.

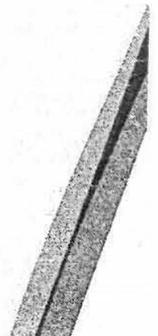
In particular, the program offers opportunities for students to develop and strengthen a range of transferrable life skills. These skills such as team work and collaboration, public speaking and expression, leadership, acceptance of criticism, and self-confidence are emphasised in our Social Sciences programs and support key qualities desired for our students. These skills are universal and applicable to all of the disciplines in Social Sciences and will be a significant asset to our students. Furthermore, the Minor in Theatre offers students an additional and alternative creative avenue to hone these skills that is not explicitly offered in Social Sciences.

In addition, the program has no required courses and many of the optional courses require no prerequisites. This structure facilitates the accessibility and flexibility of the program, thereby increasing its appeal and fit with Majors and other Minors. As a result, and along with the fact that the Minor enhances UVic's competitiveness with Theatre Minors at other B.C. universities, I am encouraged that the Minor will attract a healthy number of students, including those from the Social Sciences.

Sincerely,

Original signed by Catherine Krull

Dr. Catherine Krull
Dean of Social Sciences



Appendix B: Letters of Support

Re: Department of Theatre

Ingrid Holmberg

FR 20/01/2017 13:21

To: Theatre Chair <theatrechair@uvic.ca>;

Hi Allana, thanks for this, and I believe that our Dean will be composing a supportive response on behalf of HUMS; if you need more from me just give a shout.

I did mention to Chris, however, that it is strange that neither the Theatre major or the proposed minor suggests GRS 320 Greek Tragedy or GRS 323 Ancient Comedy as potential electives. And we have cooperated with Jennifer Wise in the past. Especially the Greek tragedy class is both literary and tangible: the texts and also production.

In any event, good luck with this, it looks great!

best wishes, Ingrid

Ingrid E. Holmberg
Associate Professor
Department of Greek and Roman Studies
PO Box 1700
University of Victoria
Victoria, BC
V8W 2Y2
CANADA
250-721-8528 (W)
250-882-9426 (M)
250-472-0417 (H)

From: Theatre Chair
Sent: 16 January 2017 9:01 PM
To: Ingrid Holmberg; Brendan Burke
Subject: Re: Department of Theatre

Dear Ingrid,

Thanks for your quick response.

I've attached the proposal. Please let me know if you have any questions or concerns.

Best,
Allana

Dr. Allana C. Lindgren
Associate Professor
Chair, Department of Theatre

Appendix B: Letters of Support

Re: Department of Theatre proposal for a Minor in Theatre

Visual Arts Chair

Tue 24/01/2017 21:37

To: Theatre Chair <theatrechair@uvic.ca>;

Dear Allana,

I've had an opportunity to review your proposal for the Minor in Theatre in detail and I believe it will be a positive addition to the programs offered both in the Department and the Faculty. Your proposed program provides a great opportunity for those students in Visual Arts who are interested in performance, technical theatre, design, social practice through the applied theatre courses, or the history of the performing arts. I will be happy to recommend this program to our students.

On behalf of the Department of Visual Arts I'm happy to support this initiative and wish you all the best with the proposal and its realization.

Sincerely,

Paul Walde,

Associate Professor

Chair, Department of Visual Arts

University of Victoria

e: pwalde@uvic.ca

w: paulwalde.com

From: Theatre Chair <theatrechair@uvic.ca>

Date: Sunday, January 15, 2017 at 9:39 PM

To: Paul Walde <visualartschair@uvic.ca>

Subject: Department of Theatre proposal for a Minor in Theatre

Dear Paul,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

As part of the process, the University requires that we solicit letters of support from colleagues across the campus and the country. Your counsel would be exceptionally helpful to add to our application.

If you are able to assist us by writing a letter of support, I would be grateful to receive your recommendation by January 25, 2017, at the latest.

Thank you for your consideration of this request. I look forward to hearing from you.

Sincerely,

Allana C. Lindgren

Chair

Appendix B: Letters of Support

Re: Department of Theatre proposal for a Minor in Theatre

Art History Chair

Sun 22/01/2017 17:28

Theatre Chair <theatrechair@uvic.ca>

Dear Allana, this looks like an excellent program. I welcome the creation of a Minor in Theatre. I am confident it will be of great interest to Art History & Visual Studies students, and to other programs both in the Faculty of Fine Arts and across campus. All the best, Erin

Dr. Erin J. Campbell, Associate Professor, Chair
Art History & Visual Studies, University of Victoria
Email: erinjc@uvic.ca
Tel: 250-721-7940; Fax: 250-721-7941

From: Theatre Chair <theatrechair@uvic.ca>
Date: Sunday, 15 January, 2017 9:36 PM
To: Art History Chair <arthistorychair@uvic.ca>
Subject: Department of Theatre proposal for a Minor in Theatre

Dear Erin,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

As part of the process, the University requires that we solicit letters of support from colleagues across the campus and the country. Your counsel would be exceptionally helpful to add to our application.

If you are able to assist us by writing a letter of support, I would be grateful to receive your recommendation by January 25, 2017, at the latest.

Thank you for your consideration of this request. I look forward to hearing from you.

Sincerely,
Allana C. Lindgren
Chair

Dr. Allana C. Lindgren
Associate Professor
Chair, Department of Theatre
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
Canada V8W 2Y2
Phone: 250.721.7991

Re: Theatre Minor Proposal

R. Christopher Morgan

Wed 18/01/2017 22:31

To: Theatre Chair <theatrechair@uvic.ca>;

Dear Allana,

Certainly, I'll share your proposal with Cody Poulton and Michael Bodden who specialise in theatre and teach our cross-listed courses, and provide a reply for your submission.

Sincerely,

Dr. Chris Morgan
Dr. R. Christopher Morgan
Chair of Department
Department of Pacific and Asian Studies
University of Victoria
Victoria, B. C. V8W 2Y2
Canada
Tel: +1 250 721 7474
Email: rcmorgan@uvic.ca



Department of Pacific and Asian Studies



From: Theatre Chair <theatrechair@uvic.ca>

Date: Wednesday, January 18, 2017 at 5:28 PM

To: Chris Morgan <rcmorgan@uvic.ca>

Subject: Theatre Minor Proposal

Dear Dr. Morgan,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

As part of the process, the University requires that we solicit letters of support from colleagues across the campus and the country. Your counsel would be exceptionally helpful to add to our application.

If you are able to assist us by writing a letter of support, I would be grateful to receive your recommendation by January 25, 2017, at the latest.

Thank you for your consideration of this request. I look forward to hearing from you.

Sincerely,
Allana

Appendix B: Letters of Support

RE: Department of Theatre proposal for a Minor in Theatre

Dean Gustavson B-School

Tue 17/01/2017 17:07

to Theatre Chair <theatrechair@uvic.ca>

Dear Allana,

I am happy to endorse the proposal. I think it provides a good option for some students.

Theatre courses help provide the breadth that we recommend that our students acquire in their first two years at UVic, with THEA 122 The Acting Experience and THEA 150 Public Speaking being among those we recommend. We appreciate the breadth of offerings and the accessibility of many of Theatre's courses.

In practice, however, we probably would not see many business students pursuing this Minor:

- The BCom parchment does not show any minors or majors;
- Commerce Program transcripts do not indicate any minors, even if they are earned; and,
- The Theatre Minor requires 15 units of coursework. This means that the equivalent of 10 of our students' 15 non-Business electives would be in Theatre — which would likely be attractive to only a few students. Furthermore, due to the 2+2 structure of our undergraduate program, our students would have only a two-year window to complete the minor. With the need to find 10 suitable courses out of their 15 available timetable slots in that timeframe, there's also the practical problem of actually being able to schedule those courses in the pre-Commerce period.

Good luck,

Saul

Saul Klein, PhD

Dean & Lansdowne Professor of International Business

Gustavson School of Business

University of Victoria

PO Box 1700 STN CSC Victoria BC Canada V8W 2Y2

Email: bizdean@uvic.ca; Ph: (250) 721-6422

web: www.uvic.ca/gustavson

The world looks different from here.

From: Theatre Chair

Sent: January-15-17 9:35 PM

To: Dean Gustavson B-School

Subject: Department of Theatre proposal for a Minor in Theatre

Dear Dean Klein,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

Appendix B: Letters of Support

Re: Department of Theatre proposal for a Minor in Theatre

Writing Chair

Tue 17/01/2017 20:42

to: Theatre Chair <theatrechair@uvic.ca>;

Hi Allana:

I've had the opportunity to read the detailed and compelling proposal for a Theatre Minor and I am happy to offer my official support as the Chair of the Department of Writing for this addition to the academic options in our faculty.

The Minor in Theatre especially aligns with the needs of students in our department, as we both know that a combined Double Major in Writing and Theatre is difficult, if not impossible, to complete for students, due to the demands of scheduling required courses. With this proposed Minor (and our own), students would have a much more manageable path to either a Major in Writing and a Minor in Theatre or vice versa, depending on which stream students would like to emphasize. I also imagine many of our playwriting majors will be attracted by the opportunity to add a Minor in Theatre at a later stage in their academic progress, so the flexibility of your Minor will meet their needs.

Please feel free to add this letter to your package of consultations for the final proposal.

Best,
David

David Leach

Chair, Department of Writing
Fine Arts 249, University of Victoria
dleach@uvic.ca, (250) 721-7627

Tw: @LeachWriter

Sk: david_a_leach

G+: dleach.uvic@google.com

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From: Theatre Chair <theatrechair@uvic.ca>

Date: Sunday, 15 January, 2017 9:38 PM

To: Writing Chair <writingchair@uvic.ca>

Subject: Department of Theatre proposal for a Minor in Theatre

Dear David,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

As part of the process, the University requires that we solicit letters of support from colleagues across the campus and the country. Your counsel would be exceptionally helpful to add to our application.

Appendix B: Letters of Support

Re: Theatre Minor Proposal

Iain Higgins – Chair of English

Wed 18/01/2017 19:59

To: Theatre Chair <theatrechair@uvic.ca>;

Dear Allana,

Thank you for sending me this proposal for a Minor in Theatre.

I have read the proposal and can say that it appears to serve a genuine need. It will also provide students from other departments and faculties with an attractive, exciting, and useful degree option, and I can see it being very attractive to students in the Department of English and the Faculty of Humanities more generally.

The proposal has no provision for elective options beyond those in THEA courses, something that I assume is necessary given the specialized nature of a theatre program.

Unless you need something more formal (on letterhead), you may take this email message as expressing the support of the department of English for the proposal.

Wishing you success with this application and all best wishes,

Iain

Iain Macleod Higgins
Professor and Chair

Department of English | University of Victoria | PO Box 3070, STN CSC | Victoria, BC V8W 3W1 CANADA

tel: 250-721-7234 | Tel (fax): 250-721-6498
url: english.uvic.ca

From: Theatre Chair <theatrechair@uvic.ca>

Date: Wednesday, January 18, 2017 at 17:21

To: IMH <englchr@uvic.ca>

Subject: Theatre Minor Proposal

Dear Iain,

The Department of Theatre at the University of Victoria is currently in the process of creating a Minor program in Theatre.

As part of the process, the University requires that we solicit letters of support from colleagues across the campus and the country. Your counsel would be exceptionally helpful to add to our application.

If you are able to assist us by writing a letter of support, I would be grateful to receive your recommendation by January 25, 2017, at the latest.

Appendix B: Letters of Support

MEMORANDUM

TO: Prof. Jan Wood, Theatre Department

FROM: Tad Suzuki, Fine Art Librarian, McPherson Library

DATE: February 3, 2017

RE: Library Response to the [Draft] Proposal for the Minor in Theatre program

Summary: The proposed Minor Program in Theatre in the Dept of Theatre is consisted of preexisting courses. Therefore, it does not immediately cause concerns with regards to the Library collections. However, if the Department foresees the program increasing in student enrollment or is going to develop new courses in the future, the Department should consult with Fine Art Librarian for further collection development.

The Library Collections: As outlined in section 3.2 "Curriculum Design" in the "Proposal for Minor in Theatre" (Anticipated Start Date: September 2017), the proposed Minor program is consist of existing courses drawn from the Theatre Major program which has been in place. The Library has built a strong collection to support the theatre program in monographs, journals and e-journals, and databases, in order to support the Theatre program and continues to do so. Our Library collection is especially strong in theatre history, directing, script writing, film studies, and applied theatre.

The Library also has a special budget for video and DVD purchases for the Theatre Dept.

The Library currently subscribes to over a dozen interdisciplinary and specialized databases for theatre and performing arts (including full-text databases), and streaming video services.

Thus it is my view that the proposed introduction of Theatre Minor program does not cause immediate concerns in the Library's ability to support the teaching and research. However, if the enrollment in theatre courses grows rapidly in the future or new courses are to be introduced, the Department should consult with the Library at earliest as required.

Appendix B: Letters of Support



January 31, 2017

Dear Dr. Lindgren,

I have read the Department of Theatre's proposal to introduce a Theatre Minor. The proposed Theatre Minor will complement U Vic's existing Theatre degree options and will increase flexibility and options for students without requiring new resources; as such, I am writing in strong support of this initiative.

A Theatre Minor offers students additional flexibility as they complete their degree program and provides a way of formally recognizing student learning and accomplishment. In particular, the Theatre Minor is an excellent option for students in Fine Arts and Humanities disciplines interested in increasing the interdisciplinarity of their program, for students outside of the Fine Arts pursuing career paths in which communication, public presentation, and interpersonal skills are highly valued, and for students who change program paths as they move through their degrees (for example, students who switch out of BFA Theatre programs into other paths or students who grow interested in Theatre after taking electives in the area). The proposal indicates that there is strong student demand for a theatre Minor and that the Theatre Minor will be a significant asset for students pursuing careers within and outside of the arts.

The proposed Minor has very flexible requirements, which I believe will appeal to many students and will allow students the ability to shape the program to meet their interests and future aspirations. The flexibility of the program will also make it easy to implement and administer and will simplify student advising. The proposed Minor can be offered using only existing faculty and facility resources and seems like a thoughtful and strategic way of managing and increasing enrolments.

Thank you for your consideration,

Dr. Heather Davis-Fisch

Theatre Department Head and Associate Professor



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

Valerie Kuehne

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Proposal to Establish a Bachelor of Science with an Anthropology Major

Basis for Jurisdiction: Senate Committee on Planning meeting March 15, 2017
Senate meeting April 7, 2017

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build on faculty expertise. The proposed program supports UVic's 2012 Strategic Plan focus on preparing students to contribute to the betterment of a rapidly changing global society through experientially rich and research-informed learning. Through the various complements of courses available, our students will engage in hands-on learning (Objective 12a, 18). Their learning will be enriched through the department's active research (Objective 22).

The proposal also aligns with the strategic aims of recruiting outstanding students from diverse regions and increasing the number of Indigenous student graduates (Objectives 2, 3).

Previous Consultation: At its meeting on April 7, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a Bachelor of Science with an Anthropology Major. The proposal was approved by the Senate Committee on Planning on March 15, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Bachelor of Science with an Anthropology Major, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

The Department of Anthropology at the University of Victoria currently offers several programs: a major program leading to a Bachelor of Arts; a minor that can be combined with other Bachelor of Arts majors; and an honours program that can be pursued as part of an Anthropology BA. These undergraduate programs offer students excellent grounding in three of North American Anthropology's four traditional subfields – Cultural Anthropology, Archaeology, and Biological Anthropology. Students are also able to gain experience in the fourth subfield, Linguistics, by taking courses towards their degree requirements in the Department of Linguistics.

Our proposed BSc program responds to a niche by enabling students to pursue science-based learning objectives through pathways oriented toward careers ranging from the health sciences to cultural resource and heritage management, conservation and more. This is consistent with the practice in other Faculty of Social Sciences departments that offer both BA and BSc options for their students.

Alignment with the university's mission and strategic plan

The proposed program supports UVic's 2012 Strategic Plan (hereafter UVSP) focus on preparing students to contribute to the betterment of a rapidly changing global society through experientially rich and research-informed learning. Through the various complements of courses available, our students will engage in hands-on learning (UVSP Objective 12a, 18) to:

- study long-term trajectories of environmental change and its human connections (historical ecology);
- learn about the intersections between disease, demography and social inequality (medical anthropology);
- master methods and techniques relevant to balancing protection of cultural heritage resources with access (digital methods in archaeology);
- learn the value of big data for tackling complex problems of human and environmental interaction; and
- study how long-term evolutionary processes intersect with the ongoing dynamics of evolutionary processes with implications for health and well-being.

Their learning will be enriched through the department's active research in these areas (UVSP Objective 22). Consistent with UVic's Learning Outcomes (<http://web.uvic.ca/calendar2016-05/cal/uvic/learning-outcomes.html>), BSc program students will develop competencies in problem solving and critical thinking augmented by Anthropology's two key interventions, asking 'what else is there?' and countering 'commonsensical' understandings with 'not so fast!' Both interventions encourage a breadth of perspective needed to tackle complex problems in a diverse world.

The proposal also aligns with the strategic aims of recruiting outstanding students from diverse regions and increasing the number of Indigenous student graduates (UVSP Objectives 2, 3).

If approved, this will be the only Anthropology program in the province to offer a BSc, and one of the few nationwide, which we anticipate, will enhance student recruitment and retention. For example, we anticipate interest in the program among Aboriginal students looking to acquire scientific training and skills relevant to careers in cultural resource management, land and resource management and public health in a program that foregrounds respectful community engagement and culturally informed solutions to complex problems.

Senate/academic considerations

Proposal passed by Senate on Friday, April 7, 2017.

Demand and availability

The program targets students who have a strong interest in Anthropology's approaches to understanding the ecological and evolutionary contexts of humans and their ancestors through methods and perspectives from the natural sciences that simultaneously value cultural diversity.

Graduates of the proposed program will achieve learning outcomes identified by the department as crucial to anthropological training: appreciating the diversity of human life in the past and present; challenging assumptions and preconceptions about cultural differences; transcending the boundaries between the sciences and humanities; and understanding the relationships between humans and their environments. The demand for Anthropological Science among current students is evident in the fact that our current Anthropological Science courses are heavily subscribed; these typically large classes often have significant waitlists at the start of term. In addition, these courses tend to attract a large number of students from the Faculty of Science, suggesting that there is interest among science students for Anthropological Science. Finally, current BSc programs in the Faculty of Science attract a substantial portion of students who choose the BSc over the BA options, suggesting that among Social Science students, there is an interest in combining the natural and social sciences. Given that no other B.C. universities currently offer an Anthropology BSc, we envision attracting students to UVic specifically to pursue this degree option.

Resource implications

No additional resources are required to implement this program, though with growth we would anticipate the potential need for increased TA funding in support of lab-based coursework.

Other relevant factors

In addition to providing an effective STEM-focused foundation in Anthropological Sciences for students wishing to pursue graduate training in Anthropology, the proposed program will provide robust training for students to enter careers in health sciences, cultural heritage management, natural resource policy, consulting archaeology, and other fields. Graduates of the program will possess a complement of skills that will be of direct value in the labour market in the province and beyond, including proficiency in laboratory methods, numeracy, quantitative research skills, ethical issues, and project management. They will be ideally positioned to take a culturally oriented approach to health care training programs where they can expand upon the foundational skills provided by the BSc program. Archaeological research in B.C. is a vital point where governments and industry connect with First Nation communities. The particular focus in our Department of Anthropology at UVic on working in collaboration with First Nations communities in the province means that students in our BSc program will be exposed to ethically-informed approaches and efforts to implement the recommendations and calls to action of the Truth and Reconciliation Commission.

The feedback we received during our external consultations has all been highly supportive. Dr. Patricia Janssen, Director of the MSc program at the UBC School of Population and Public Health called the BSc Anthropology program a "new and exciting area from which [they] could recruit graduate students", and noted that Indigenous and rural health are key areas of their programs and an Anthropology background would be valuable in these contexts. Students from their programs have a close to 100% employment rate at graduation. Both Dr. Bartlett (MScOEH Program Director, School of Population and Public Health, UBC) and Dr. Colquhoun (President of the Canadian Association for Physical Anthropology) noted the strength of the interdisciplinary nature of our proposed program. Dr. Colquhoun stressed the increasing interest among students for undergraduate programs that "cross traditional 'siloes' academic disciplines" as we are emphasizing in our BSc program. Dr. P. Sicotte, Head of the Department of Anthropology and

Archaeology at U. Calgary noted that our program proposal is 'well thought out' and that a B.Sc. program could "better prepare your students for a diversity of professional avenues within or outside of academia."

Attachment(s):

1. Proposal to Senate, dated March 22, 2017, for the establishment of a Bachelor of Science with an Anthropology Major.



University
of Victoria

Associate Vice-President Academic Planning

PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax (250) 721-7216
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal for a Bachelor of Science with Anthropology Major

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the proposal for a Bachelor of Science with Anthropology Major.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Bachelor of Science with an Anthropology Major, as described in the document "Proposal for a Bachelor of Science with Anthropology Major", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

Existing Major within Existing Degree Program

Title of proposal:	Bachelor of Science Anthropology Major
Contact Name and Number:	Ann Stahl, Chair 250 721-7057
Date approved by Department:	8 December, 2016
Date approved by Faculty:	7 February, 2017
Date approved by Graduate Studies: (if applicable)	N/A
Date submitted:	21 February, 2017

Bachelor of Science with Anthropology Major

Bachelor of Science with Anthropology Major

A. Identification of program

Name, Location, Academic units (Faculties, departments, or schools) offering the new program	Bachelor of Science, Anthropology Major Department of Anthropology, University of Victoria
Anticipated program start date	September 2018
Name, title, phone number and e-mail address of contact person	Ann Stahl, Professor and Chair 250 721-7057 anthone@uvic.ca

B. History and context of the program

The Department of Anthropology at the University of Victoria currently offers several programs: a major program leading to a Bachelor of Arts; a minor that can be combined with other Bachelor of Arts majors; and an honours program that can be pursued as part of an Anthropology BA. These undergraduate programs offer students excellent grounding in three of North American Anthropology's four traditional subfields – Cultural Anthropology, Archaeology, and Biological Anthropology. Students are also able to gain experience in the fourth subfield, Linguistics, by taking courses towards their degree requirements in the Department of Linguistics. Our department is on the front edge of new developments in Anthropology, with departmental members focused on the developing subfield of Visual Anthropology, faculty who are expanding use of digital applications within anthropology, and research that is community-engaged.

As a discipline, Anthropology is broad in scope with much of our work transcending the traditional boundaries of the Humanities, Social Sciences, and Natural Sciences. The Bachelor of Arts degree facilitates in particular the intersection

between the Humanities and Social Sciences; however, many anthropologists are increasingly coming to the discipline from the Sciences, and students interested in Archaeological Science and Biological Anthropology benefit from degree programs that emphasize the relationship between the Social and Natural Sciences. Students interested in the Sciences but drawn to our discipline's holistic approach to the study of humans, their evolutionary histories and diverse lifeways currently have only the BA as an Anthropology option. Over the years we know that a number of students interested in our discipline's holistic approach to the Natural Sciences opt to pursue a BSc degree in another field, while taking a substantial proportion of their electives within Anthropology. Our proposed BSc program responds to this niche by enabling students to pursue science-based learning objectives through pathways oriented toward careers ranging from the health sciences to cultural resource and heritage management, conservation and more. This is consistent with the practice in other Faculty of Social Sciences departments that offer both BA and BSc options for their students (Economics; Geography; Psychology).

The BSc program, which integrates an existing Anthropology major with a BSc, degree program also currently offered by UVic, will help to prepare our students for a wider variety of career pathways. Historically we've seen strong enrolments in biological anthropology courses and in courses related to health and well-being. In light of a recent Hakai Institute/tenure-track hire of an archaeologist (Iain McKechnie) with research and teaching focused in historical ecology, who is growing experiential learning opportunities for our students in cooperation with Bamfield Marine Sciences Centre, Parks Canada and Tsheshat First Nation, we have strengthened our profile in archaeological sciences and anticipate growing student interest, particularly when combined with the option of attaining a BSc credential.

C. Aims, goals and/or objectives

Distinctive characteristics

Other research intensive universities in Canada (e.g., University of Toronto, University of Calgary) offer Anthropology or Archaeology BSc programs, as do a number of smaller institutions (Trent University, Lakehead University). However, no BC universities currently offer a BSc in Anthropology or Archaeology and our program will therefore provide a distinctive opportunity and fill a gap in the province. Our BSc program will meet broader university learning outcomes by preparing students with standard scientific skill sets (e.g., inquiry and problem solving, quantitative and qualitative reasoning, information and project management), combining these with a focus on the values of intercultural knowledge and an explicit focus on ethics that takes account of our own discipline's history as well as current developments including the recommendations of the Truth and Reconciliation Committee. Given the strength of community-based research within our department, our BSc will also maintain a strong component of community-engaged science, which will distinguish our program in comparison to BSc anthropology programs in other Canadian Universities.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

The proposed program supports UVic's 2012 Strategic Plan (hereafter UVSP) focus on preparing students to contribute to the betterment of a rapidly changing global society through experientially rich and research-informed learning. Through the various complements of courses available, our students will engage in hands-on learning (UVSP Objective 12a, 18) to study long-term trajectories of environmental change and its human connections (historical ecology); learn about the intersections between disease, demography and social inequality (medical anthropology); master methods

and techniques relevant to balancing protection of cultural heritage resources with access (digital methods in archaeology); learn the value of big data for tackling complex problems of human and environmental interaction; and study how long-term evolutionary processes intersect with the ongoing dynamics of evolutionary processes with implications for health and well-being. Their learning will be enriched through our department's active research in these areas (UVSP Objective 22). Consistent with UVic's Learning Outcomes (<http://web.uvic.ca/calendar2016-05/cal/uvic/learning-outcomes.html>), BSc program students will develop competencies in problem solving and critical thinking augmented by Anthropology's two key interventions, asking 'what else is there?' and countering 'commonsensical' understandings with 'not so fast!' Both interventions encourage a breadth of perspective needed to tackle complex problems in a diverse world.

The proposal also aligns with the strategic aims of recruiting outstanding students from diverse regions and increasing the number of Indigenous student graduates (UVSP Objectives 2, 3). Pending approval, we will be the only Anthropology program in the province to offer a BSc, and one of the few nationwide. As such, UVic holds potential as a destination for students who want to enrich their preparation by pursuing a degree grounded in scientific approaches and methods at the same time as benefiting from training in cultural competency that Anthropology offers. We anticipate interest in the program among Aboriginal students looking to acquire scientific training and skills relevant to careers in cultural resource management, land and resource management and public health in a program that foregrounds respectful community engagement and culturally informed solutions to complex problems.

Target audience, student and labour market demand

The principal audience for this program is students who have a strong interest in Anthropology and its approaches to understanding the ecological and evolutionary contexts of humans and our primate and fossil relatives, in combination with methods and perspectives from the natural sciences. Our target student for this program will be interested in using their BSc as a stepping-stone to advanced degrees in Anthropology/Archaeology, the biological or environmental sciences, or healthcare, or for entering fields such as Culture Resource Management, heritage management, environmental resource management and related areas directly from the BSc.

Students completing the Anthropology BSc will be well positioned to enter a labour market in BC and beyond that is increasingly in need of individuals with complex problem-solving and critical analytical skills grounded in numerical literacy and augmented by skills in project management and collaborative engagement. Our BSc students will benefit as well from training that equips them to function effectively in diverse settings and with people from diverse cultural perspectives. Cultural Resource Management positions in archaeology require quantitative and technical skills to maximize the scientific utility of archaeological information and link it with biological and ecological data, indigenous knowledge, and information needs in heritage management. Well-trained and skilled Cultural Resource Managers are a key part of infrastructure planning and development as well as the resource extraction industry in BC including forestry, mining and hydroelectric power projects. With increased concern regarding environmental degradation and climate change, advanced degrees focusing on habitat conservation and environmental sciences will be natural avenues for our students to pursue. Advanced level training in health care and related fields include medical, dental and pharmacological schools, programs for nurse practitioners, medical imaging, physical therapy, and graduate degrees in occupational, public and global health. The labour market for health care workers with social, cultural, and biological anthropology backgrounds would be well served by the graduates of this program. Our provincial government is on record as being concerned about the current shortage of qualified health care workers in British Columbia.

Include plans for student recruitment, retention, and success

Students will be recruited into the program through promotions in our introductory 100 and 200-level courses; advising town halls hosted by the department; conversations with departmental faculty; calendar description; and through the Anthropology website and Undergraduate Handbook. Members of our department periodically participate in high school outreach activities, including a successful Forensic Anthropology Day mounted in conjunction with Let's Talk Science that we've offered over several years. With program approval, we will seek expanded opportunities for these sorts of outreach activities to broaden awareness of the BSc program among prospective university students.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

Students wishing to transfer to or from other post-secondary institutions will be able to do so in the same manner as for our BA program which was established through the Anthropology Flexible Pre-Major Transfer Agreement, agreed upon in 2011 (<http://www.bccat.ca/pubs/FPMFinalReport.pdf>). This agreement covers the foundational Anthropology courses for the BSc program as well.

E. Areas of specialization and evidence of adequate faculty complement

A number of regular faculty in the Department of Anthropology have areas of specialization that are relevant to biological anthropology (Drs. Lisa Gould, Helen Kurki, Eric Roth), archaeological science (Drs. Yin Lam, Quentin Mackie, Iain McKechnie, April Nowell, and Ann Stahl), and environmental archaeology (Drs. Quentin Mackie and Iain McKechnie), and currently teach courses that would be available to BSc majors. This program will also be supported by our Senior Lab Instructor (Becky Wigen), limited-term and adjunct faculty (Dr. Peter Stahl, Dr. Duncan McLaren and Daryl Fedje) who currently teach courses in these areas and/or provide research opportunities for students. Long-term sessional instructors also lend strength to the program. Dr. Ran Donaldson brings his background as a medical doctor and in forensics to his on-campus course offerings and Dr. Melanie Chang contributes expertise in paleoanthropology through distance-learning opportunities. These areas of expertise are complemented by regular cultural anthropology faculty with expertise in medical anthropology (Drs. Leslie Butt and Lisa Mitchell) who teach courses relevant to a health-sciences pathway (Appendix C) through our BSc program. Other cultural anthropology faculty's research and teaching provides students with opportunities for respectful and collaboratively engaged learning with Indigenous communities (Drs. Brian Thom and Andrea Walsh), with additional adjunct faculty and sessional teaching support from Dr. Rob Hancock. Their courses are particularly pertinent to students interested in pursuing careers in heritage and resource management (Appendix C). Students will further benefit from department's strengths in collaborative community-engaged research with project locations ranging from Vancouver Island to the Galapagos Archipelago and Ghana.

F. Curriculum design

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

All of these courses and this major already exist at UVIC. No new courses are required. The core courses for this program are the 100 and 200 level courses listed below, which lay the foundation for more advanced study in the fields of Anthropology. At the 300-level, a core course in research methods (ANTH 317 or ANTH 319) will help to ensure students have a solid foundation in research methods. See Appendix B for full program details and Appendix C for examples of potential pathways through the program.

ANTH 100 Units: 1.5 Hours: 3-1

Formerly: 100A, 100B

Introduction to Anthropology

An introductory survey of the sub-fields of anthropology: biological anthropology, archaeology, cultural and social anthropology, and linguistic anthropology. Topics include the human fossil record, the archaeological record from Palaeolithic cultures to urban civilizations, and examination of contemporary human societies, drawn from various levels of complexity.

Note: Credit will be granted for only one of ANTH 100, ANTH 100A, ANTH 100B.

ANTH 200 Units: 1.5 Hours: 2-2

Formerly: 200A, 200B

Cultural and Social Anthropology

Introduction to the analysis of sociocultural systems. Major topics include subsistence, production and distribution, social organization, politics, religion, kinship, symbolic systems, and cultural change from an international perspective.

Note: Credit will be granted for only one of ANTH 200, ANTH 200A, ANTH 200B.

Prerequisite(s): Minimum second-year standing; or permission of the program.

ANTH 240 Units: 1.5 Hours: 2-2

Archaeology

An introduction to archaeological research and problems of interpretation. Laboratories will provide an opportunity to become familiar with archaeological materials and with some basic techniques of analysis.

Prerequisite(s): Minimum second-year standing; or permission of the program.

ANTH 250 Units: 1.5 Hours: 2-2

Biological Anthropology

An introduction to human biological evolution. Topics include the study of non-human primates, investigation of the human fossil record, human skeletal variation, population genetics, growth and development and morphological variation.

Prerequisite(s): Minimum second-year standing; or permission of the program.

ANTH 260 Units: 1.5 Hours: 3-0

Formerly: ANTH 316, ANTH 416

Introduction to Anthropological Research

Introduction to the diverse methods of inquiry and interpretation used in anthropological research, and key debates about the status of anthropological data and knowledge, the conditions of their production, and innovative directions in the development of anthropological research. Focuses on the relationship between methodology and theory, ethics, research design, and qualitative and quantitative data collection and analysis.

Note: Credit will be granted for only one of ANTH 260, ANTH 316, ANTH 416.

Prerequisite(s): One of ANTH 200, ANTH 240, ANTH 250.

ANTH 317 Units: 1.5 Hours: 3-0

Formerly: 417

Quantitative Methods in Anthropological Research

Formal methods of statistical analysis in Anthropology.

Note: Credit will be granted for only one of ANTH 317, ANTH 417.

Prerequisite(s): One of ANTH 200, ANTH 240, ANTH 250; and ANTH 260 or ANTH 316.

ANTH 319 Units: 1.5 Hours: 3-0

Research Methods in Archaeology and Biological Anthropology

Research methods employed by archaeologists and biological anthropologists in lab and field settings. Topics include research design and project management, hypothesis testing, sampling, database management, data presentation, scientific writing, and the integration of new technologies to answer long-standing questions in these sub-disciplines.

Prerequisite(s): ANTH 260 or ANTH 316; and ANTH 240 or ANTH 250.

First Year (4.5 units)

- ANTH 100 (1.5 units)
- 1.5 units chosen from: MATH 100, 102, 109, 151, CSC 100, 105, 106, 130
- 1.5 units from the Faculty of Science (excluding MATH 120), Department of Computer Sciences or EPHE 141, GEOG 103, PSYC 100A, 100B

Second Year (9.0 units)

- ANTH 200, 240, 250, 260 (6.0 units)
- 3.0 units from the Faculty of Science (excluding MATH 120), Department of Computer Sciences or EPHE 201, ES 200, 240, GEOG 209, 222, 226, 228, PSYC 215A

Third and Fourth Years (19.5 units)

- ANTH 317 (or other approved statistics course), 319 (3.0 units)
- **Area Studies:** 1.5 units from ANTH 323, 325, 329, 330, 332, 336, 337, 338, 340, 347, 365, 391, 398, 433, 449, 481, 491
- **Cultural Anthropology:** 1.5 units from ANTH 302, 303, 304, 305, 306, 307, 308, 310, 312, 315, 365, 366, 393, 401, 405, 408, 410, 483, 493
- **Method and Theory:** 1.5 units from ANTH 343, 395, 441, 450, 454, 460, 485, 495
- Anthropology Science Requirement (9.0 units): Students must complete a minimum of two courses (3.0 units) in each of two subfields:
 - **Archaeology:** ANTH 315, 340, 341, 343, 344, 346, 347, 348, 349, 360, 365, 392, 397, 398, 449, 482, 492
 - **Biological Anthropology:** ANTH 350, 351, 352, 355, 356, 357, 394, 450, 452, 453, 455, 484, 494
- 3.0 units from the Method and Theory, Archaeology, or Biological Anthropology must be taken at the 400-level
- 3.0 units from the Faculty of Science, Department of Computer Sciences at the 300- or 400-level or EPHE 341, 351, 355, ES 321, 341, 423, 461, GEOG 301, 308, 319, 322, 328, 353, 453, PSYC 325, 332, 335, 336, 351D, 425

NOTE: 3.0 units (excluding MATH 120) must be taken from the Faculty of Science or Department of Computer Sciences

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Courses for the BSc will be predominantly lecture, laboratory, and seminar course held on campus at the University of Victoria. The Department currently offers some courses in biological anthropology on-line, generally 2 courses in the Winter term, which students could use to fulfill program requirements. We also offer field-based courses in archaeological methods (ANTH 343, 344, 367) in the Summer session.

Linkages between the learning outcomes and the curriculum design

The BSc will address a range of Learning Outcomes general to [UVic](#) and specific to the [Department of Anthropology](#) through courses enriched by faculty research and augmented by diverse experiential learning opportunities organized in relation to informal “pathways” through the program (Appendix C). Foundational skills related to inquiry, critical analysis, problem solving and ethical practice are the particular focus of required research methods courses at the 200 and 300 levels (ANTH 260, 319) which are further developed through an additional 1.5 units of 300-400-level method and theory coursework in anthropology. Students will be further grounded in methods of scientific inquiry through STEM coursework in related disciplines through a requirement to take 6 units at the 100 and 200 levels and an additional 3 units at the 300-400 level. Students may opt to take these courses from a range of departments depending on their career aspirations and modeled by the informal pathways in Appendix C. Foundational quantitative skills will be developed through a 100-level MATH course (MATH 100, 102, 109, or 151) and ANTH 317 (or other approved statistics course) while students interested in digital applications will be encouraged to meet a component of their foundational degree requirements with courses in Computer Sciences (CSC 100, 101, 105, 106, or 130). Nine units of upper division coursework in archaeology and biological anthropology provide opportunities to learn and solve problems in teams, develop project and digital information management skills, hone critical analytical skills and communicate insights effectively. Required coursework in area studies (1.5 units) and cultural anthropology (1.5 units) provide opportunities for students to broaden awareness and respectfully engage diverse knowledge systems while expanding their global awareness. A range of electives offer further opportunities to deepen their engagement consistent with their career interests. As such, the BSc curriculum is designed to address the content, develop the skills and foster the values articulated in our department’s learning outcomes as crucial to anthropological training.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- Describe use and purpose of practica, Co-op, work terms, or other forms of experiential learning
- Where work experience or field placements are a component of the program, describe the unit’s plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements.
- Where applicable, describe the anticipated outcomes of the work experience or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.
- Opportunities for civic engagement

Our department offers a range of experiential learning opportunities (see also Appendix E) including some in international settings. We routinely offer archaeology field school courses (ANTH 343, 344), most recently in collaboration with Parks Canada and the Tsheshat First Nation in Barkley Sound. Here student learning is enriched by interactions with traditional knowledge holders. In the past we have offered archaeological field school courses in international settings, including South Africa and the Galapagos Archipelago. An annual heritage and historical archaeology field course (ANTH 367) has combined hands-on learning with civic engagement as students work in conjunction with Congregation Emanu-El Synagogue to document and facilitate preservation of an historic cemetery. A variety of our courses have significant laboratory components (ANTH 240, 250, 351, 352, 360), and students can opt to pursue intensive experiential learning through ANTH 380 Directed Experiential Learning in Anthropology, which provides students with the opportunity to gain course credit (1.5 units) for work or volunteer activities with a host organization. The Anthropology Co-op program is already established in conjunction with our BA program, and students will have the opportunity to include a Co-op component in their BSc program. We anticipate working with the Co-operative Education Program to expand both Co-op opportunities and awareness among our students of the value of Co-op in developing skills-based knowledge.

Residency requirements and anticipated times to completion

The anticipated time to completion of the program is 8 terms (4 years).

Policies on student evaluation, candidacy exams, and oral examinations

The standard policies apply for the respective Anthropology courses.

Plans for integration of teaching and research

Faculty in Anthropology are active researchers who routinely incorporate their research into classroom learning. Our proposed BSc program provides laddered, required coursework focused on research methods (ANTH 260 Introduction to Anthropological Research; ANTH 317 Quantitative Methods in Anthropological Research; ANTH Research Methods in Archaeology and Biological Anthropology;). A variety of our 200 and 300 level courses have a laboratory or field-learning component in which students learn research methods through hands-on learning. As with our BA program, opportunities to integrate teaching and research within the BSc program will include the Honours program, JCURA, as well as internship and Co-op placements.

Describe any plans to develop international or indigenous opportunities or perspectives

As part of a broader initiative, the department is beginning to review, revise and expand curriculum in ways that respond to the Truth and Reconciliation Commissions Calls to Action (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf). We see the BSc program as an opportunity to expand this initiative to science-based learning. Through coursework that includes ANTH 260 Introduction to Anthropological Research and ANTH 319 Research Methods in Archaeology and Biological Anthropology, our students will be grounded in understandings of research ethics and the value and benefits of community-engaged approaches to scientific practice. Our field courses in archaeological methods are conducted in collaboration with First Nations communities on Vancouver Island and provide our students with opportunities to learn from Indigenous knowledge holders as co-participate in scientific investigations. Students

in our program will also benefit from international learning opportunities, as for example in the past when we have offered field-based courses in South Africa and the Galapagos Archipelago in Ecuador.

G. Enrolment plan for the length of the program (Include a table of anticipated annual intake and graduates including those in any existing programs)

Based on the level of interest in the idea of a BSc among current or recently graduated students, we anticipate initially to have about 15-20 students begin the program. Anthropology already draws students every year from the Faculty of Science into declaring an ANTH major, and we expect these numbers to increase once students are given the opportunity to continue in a BSc program. Other Social Science units with the BSc option (Geography, Psychology and Environmental Studies) see approximately 35-57% of their students choosing to complete the BSc programs, versus the BA. With focused advertising, we would expect to see similar enrolment.

Projected student enrollment and credentials awarded, 2018-2013.

	2018/19	2019/20	2020/21	2021/22	2022/23
Declarations	15-20	15-20	20-30	20-30	20-30
Students in Program	15-20	30-40	40-55	55-80	60-100
Credentials Awarded	0	5	10-15	15-20	20-25

H. Resources required from Library (Include evidence of consultation with UVic Librarian)

No new resource will be required from the Library (see Appendix A for consultation).

I. Related programs in your own or other British Columbia post-secondary institutions

No other Anthropology BSc programs exist in the province.

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Appendix A includes letters of support from professional associations: Dr. Ian Colquhoun (President, Canadian Association for Physical Anthropology). Consultations from other post-secondary institutions included are: Dr. Pascal Sicotte (Head, Department of Anthropology and Archaeology, University of Calgary), Dr. Patricia Janssen (Director, PhD and Msc Programs, co-theme Lead, Maternal and Child Health, School of Population and Public Health, UBC), Dr. Karen Bartlett (MScOEH Program Director, School of Population and Public Health, UBC), Dr. Malcolm Steinberg (Director Public Health Practice, Chair MPH Program, Faculty of Health Sciences, Simon Fraser University), Dr. Michael Blake (Chair, Department of Anthropology, UBC), and Dr. Jonathan Driver (Department of Archaeology, Simon Fraser University).

APPENDIX A: CONSULTATIONS WITH EXTERNALS AND INTERNAL UNITS

Consultations are arranged by category:

Other Universities with Anthropology Programs:

1. Michael Blake, Chair, Department of Anthropology, University of British Columbia
2. Jonathan Driver, Professor, Department of Anthropology, Simon Fraser University
3. Pascale Sicotte, Head, Department of Anthropology, University of Calgary

Related Graduate Programs:

4. Patricia Janssen, Professor and Director, PhD and MSc, School of Population and Public Health, University of British Columbia
5. Karen Bartlett, Professor and MScOEH Program Director, School of Population and Public Health, University of British Columbia
6. Malcolm Steinberg, Director Public Health Practice, Chair MPH Program, Faculty of Health Sciences, Simon Fraser University

Professional Organizations and Labour Market:

7. Ian Colquhoun, President, Canadian Association for Physical Anthropology
8. Genevieve Hill, Collection Manager and Researcher, Anthropology, Royal British Columbia Museum

Internal consultations:

9. Robin Hicks, Associate Dean of Science, Academic
10. Patricia Marck, Director, Faculty of Human and Social Development
11. Kathleen Matthews, Library
12. Norah McRae, Andrea Giles, and Claudia Sperling, COOP

Subject: FW: UVic program proposal

Date: Tuesday, January 31, 2017 at 3:12:43 PM Pacific Standard Time

From: anthua

From: Anthropology Chair <anthone@uvic.ca>

Date: Tuesday, January 31, 2017 at 1:54 PM

To: Helen Kurki <anthua@uvic.ca>, Iain McKechnie <iim@uvic.ca>, Quentin Mackie <qxm@uvic.ca>

Subject: FW: UVic program proposal

Very supportive and thoughtful feedback from Michael Blake at UBC...Kind of him!

Ann

From: Michael Blake [mailto:tmblake@mail.ubc.ca]

Sent: January-31-17 1:44 PM

To: Anthropology Chair

Subject: Re: UVic program proposal

Dear Ann,

Thank you for sending the proposal documents for the BSc in Anthropology. And....my apologies for taking so long to reply.

In a nutshell--I think this is a very good idea and an initiative that will be of value to a significant set of students wishing to take the more science-oriented pathway in anthropology's subfields. The rationale looks both complete and convincing so there is nothing to add there. The example pathways show clearly how students will be able to navigate towards a degree focus that best fits their interests and aspirations. I really like the wide choices available.

I had a chance to review the UoT Anthropology program a few years ago and this provided me an opportunity to see how such a BA/BSc split looked like in practice. Most people (faculty and students) were happy with this structure, as I recall, but we reviewers did note some tensions that this split generated as well. One the issues, it seems to me, is the possibility of a social and practical divide developing between the different sup-groups at the level of undergrads, graduate students, and faculty. I think it will take a concerted effort to avoid this happening as much a possible -- likely by having venues for frequent interactions and cross-cutting events and discussions. Most Anth departments already face this and have ways of dealing with these issues (some more successful than others). You guys probably already have strategies in place for harmonious interactions between the arts/social science streams and the science streams--definitely worth paying special attention to this issue during and after the transition (assuming it is approved).

As for particular suggests or tweaks....I have none. Your plan looks well conceived and thoroughly crafted. No doubt there will be growing pains--but that is to be expected for such a major overhaul.

Best of luck with the next steps and I'll look forward to hearing how it all works.

With warm regards,

Michael

Michael Blake

Professor and Head | Department of Anthropology
The University of British Columbia | Vancouver
Phone 604 822 3160 | Cell 778 386 3124
tublake@mail.ubc.ca | www.anth.ubc.ca

[REDACTED]

On 18 January 2017 at 10:11, Anthropology Chair <anthone@uvic.ca> wrote:
Hi Mike,

I hope that this finds your New Year having started well and that the job of chairing is going well.

Aside from sharing New Year's greetings, I am getting in touch to let you know that the UVic Department of Anthropology is pursuing development of a new Bachelor of Science Major in Anthropology. As outlined in the accompanying Executive Summary, our aim is to build on our existing capacity to offer a new program that will address student interests in a manner consistent also with provincial priorities.

As part of our campus process, we are consulting with colleagues who can comment on the strengths and justification for this new major. We are hoping to compile responses to share with the UVic administration in the next month.

Our department would be grateful for your input on the attached executive summary of the proposal which is augmented by an appendix that illustrates potential pathways through the program. We would particularly value your thoughts on the strengths and impact that this initiative may have for undergraduate students pursuing archaeological science and biological anthropology in BC. If you feel you need additional information before sharing thoughts, we can send along the full ministerial template.

As you no doubt know all too well, one key reason for this outreach is that this proposal will be undergoing review at multiple university levels and eventually be submitted to the Ministry of Education for their respective review processes, with an eye to economic needs and justifications in BC Higher education.

I would be particularly grateful to hear your perspective given your role as department head and as an archaeologist with an understanding of the diverse career pathways taken by our students. The department sees a greater need for increased scientific literacy in anthropology programs and recognizes this as a chance for attracting scientifically oriented students--including a number interested in health-related careers--who are eager to take anthropology but often discouraged by the lack of a BSc option. As an aside, we've had some very supportive feedback from graduate programs in health sciences who see value in the sort of training this degree would offer.

If you would like any further detail or to talk over the phone, please be in touch anytime. I

can well imagine how busy you must be, but our department will be very appreciative of your input.

Looking forward to catching up at the SAAs which seems to be the only time our paths cross!

All best, Ann

Ann Stahl, Professor & Chair
Department of Anthropology
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Phone: [\(250\) 721-7057](tel:(250)721-7057)

Fax: [\(250\) 721-6215](tel:(250)721-6215)

<http://anthropology.uvic.ca/>

Subject: FW: UVic Anthropology program proposal

Date: Thursday, February 16, 2017 at 9:31:28 AM Pacific Standard Time

From: Helen Kurki

From: Jonathan Driver <driver@sfu.ca>
Date: January 19, 2017 at 8:42:47 AM PST
To: Iain McKechnie <iim@uvic.ca>
Subject: Re: UVic Anthropology program proposal

Dear Iain,

I took a quick look through the proposal. I think you will get comments about the BSc designation. Specifically, how can you award a BSc to students who are not taking some of the core science program, notably mathematics? Looking through the curriculum it would appear that students can take virtually no Science courses if they choose. My experience at SFU is that faculty members are very careful guardians of the BSc degree, and do not want to see it "watered down". So I would expect to see opposition to this within UVic and also opposition when the program is taken to other universities for comment. The opposition will not focus on the curriculum, but on the degree name as inappropriate.

The minister will be more interested in whether this program is going to prepare people for employment. Will these graduates have better job prospects and, in particular, will they fill positions where there is expected to be a labour shortage.

Good luck!

Jon

From: "Iain McKechnie" <iim@uvic.ca>
To: "driver" <driver@sfu.ca>
Cc: "Anthropology Chair" <anthone@uvic.ca>
Sent: Wednesday, January 18, 2017 11:25:14 AM
Subject: UVic Anthropology program proposal

Dear Jon,

Greetings from Victoria. Hope all is well.

I am getting in touch to share news that the UVic Department of Anthropology is pursuing the development of a new Bachelor of Science Major in Anthropology. As outlined in the accompanying Executive Summary, our aim is to build on our existing capacity to offer a new program that will address student interests at the same time as connect with provincial priorities.

As a member of the department committee, I have been asked to consult with representatives who can comment on the strengths and justification for this new major. We are hoping to compile responses to share with the

UVic administration in the next month.

We would be grateful for your input on the attached 3-page summary of the proposal which is augmented by an appendix that illustrates potential pathways through the program. We would particularly value your thoughts on the strengths and impact that this initiative may have for undergraduate students pursuing archaeological science and biological anthropology in BC. If you feel you need additional information, we can send along the full ministerial template.

As you no doubt know all too well, one key reason for this outreach is that this proposal will be undergoing review at multiple university levels and eventually be submitted to the Ministry of Education for their respective review processes, with an eye to economic needs and justifications in BC Higher education.

I would be particularly grateful to hear your perspective given your thorough understanding of these institutional processes and of archaeological science more broadly. The department sees a greater need for increased scientific literacy in anthropology programs and recognizes this as a chance for attracting scientifically oriented students--including a number interested in health-related careers--who are eager to take anthropology but often discouraged by the lack of a BSc option. As an aside, we've had some very supportive feedback from graduate programs in health sciences who see value in the sort of training this degree would offer.

If you would like any further detail or to talk over the phone, please be in touch anytime. I can well imagine how many other issues are pressing, but our department will be very appreciative for your input.

Looking forward to catching up at the SAAs or sometime soon regardless.

Respectfully,

Iain

Iain McKechnie | Assistant Professor

Department of Anthropology | University of Victoria

T-250-721-7351 | iim@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/mckechnie-iain.php>

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Jonathan C. Driver, PhD, RPA
Professor of Archaeology
Simon Fraser University, 8888 University Drive
Burnaby, British Columbia, V5A 1S6, Canada

778 782 4660

<http://www.sfu.ca/archaeology/faculty/driver.html>

President, Western Canadian Universities Marine Sciences Society

<http://www.bamfieldmsc.com/>

Subject: FW: feedback on UVic B.Sc. proposal requested
Date: Monday, November 21, 2016 at 2:25:58 PM Pacific Standard Time
From: Helen Kurki

From: Pascale Sicotte <sicotte@ucalgary.ca>

Date: Friday, November 18, 2016 at 1:49 PM
To: Lisa Gould <lgould@uvic.ca>
Subject: Re: feedback on UVic B.Sc. proposal requested

Dear Lisa

Anthropology at its core encompasses the natural and social sciences, and your proposed programs allows the department at UVic to fully take advantage of this positioning of the discipline, to better prepare your students for a diversity of professional avenues within or outside of academia. As you say in your document, this will make your department at UVic the only BC institution offering a BSc in Anthropology.

The program is well-thought out, with students required to take courses in archaeology and cultural anthropology, along with research methods courses. The courses needed to complete the bioanth degree are already in place (primatology, human evolution, osteology, medical anth) with perhaps only genetics missing.

You make an excellent point in presenting the learning outcomes that they are robust and achievable.

Best

Pascale

Pascale Sicotte, Head
Department of Anthropology and Archaeology
University of Calgary
<http://antharky.ucalgary.ca>

From: Lisa Gould <lgould@uvic.ca>
Sent: Sunday, October 30, 2016 5:18:59 PM
To: Pascale Sicotte
Subject: feedback on UVic B.Sc. proposal requested

To: Dr. Pascale Sicotte, Professor and Department Head
Department of Anthropology and Archaeology
University of Calgary

Dear Dr. Sicotte,

The Department of Anthropology at the University of Victoria is in the process of proposing a new Bachelor of Science Anthropology Major program. The program will target students interested in Biological Anthropology, Archaeological Sciences, and biological aspects of Medical Anthropology, to provide them with the opportunity to integrate the Natural and Social Sciences in their degree program. As part of the proposal process, we are consulting with university departments outside of UVic that offer graduate or professional training programs to which graduates of our BSc program may apply, especially in relation to graduate programs that offer a focus in archaeology and/or biological anthropology. We believe that a BSc in Anthropology will serve to provide such students with a well-balanced education in relevant anthropological perspectives, as well as enabling them to focus on a strong science component throughout their Bachelors program in anticipation of post-graduate work.

We are emailing you to ask if you would be willing to provide some feedback on the proposed program (see executive summary attachment for program details). As we move towards submitting our proposal to the provincial government, providing feedback from other Canadian post-graduate programs in Anthropology that offer a focus in Biological Anthropology and/or Archaeology will be of great assistance. In particular, we are asking the following:

Based on the information in the attached proposal, would students completing a University of Victoria BSc. program be well prepared for the U. Manitoba Anthropology MA program, with a focus on biological anthropology or archaeology, should they apply and be admitted?

Any feedback that you can provide would be much appreciated. If we can assist you with any additional information in relation to our vision for this program, please do not hesitate to ask.

We look forward to hearing from you.

Sincerely,

Dr. Lisa Gould, Professor
Anthropology, University of Victoria.

Dr. Lisa Gould

Professor, Department of Anthropology

University of Victoria, Victoria, BC V8W3P5

Canada

lgould@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/gouldlisa.php>

Subject: FW: requesting feedback on B.Sc. proposal
Date: Sunday, November 13, 2016 at 5:01:19 PM Pacific Standard Time
From: Lisa Gould
To: Helen Kurki
CC: anthua
Category: ANTH

Hi Helen,

Here is some positive feedback from the Director of PhD and MSc Programs in the School of Population Health at UBC. Can you add this to the sharepoint files?

Thanks,
LG

From: "Janssen, Patricia" <patti.janssen@ubc.ca>
Date: Sunday, November 13, 2016 at 4:56 PM
To: Lisa Gould <lgould@uvic.ca>
Subject: RE: requesting feedback on B.Sc. proposal

Hi Lisa - sorry to take so long to get back to you on your proposal. I would say that the topic of the program is somewhat outside of my expertise. That said, as the current Director of the MSc program at UBC and former Director of the MPH program, I believe that we would find the BSc in Antropology with a focus on biological sciences to potentially be a new and exciting area from which we could recruit graduate students. Indigenous and rural health are key topical areas in our programs. Indeed our School hosts the Centre for Indigenous Health at UBC. The focus on anthropology would be a natural stepping stone to our division entitled "Health of Populations" and within that, our theme on Aboriginal Health. We also have a division of Occupational and Environmental Health in the School. People in our northern regions are exposed to a number of environmental hazards in the pulp and paper and mining industries. They also face water quality issues on some of our reservations. Again the mix of anthropology and biological sciences would lend itself to the study of population health in these areas. We also have a theme on Global Health where students from your program might also find a home. The course in statistics would be a pre-requisite for all of our graduate programs.

Students from our program have close to a 100% employment rate at graduation. They generally work in Health Authorities or in research programs or institutes. With our change in government, resources have been flowing into the environmental sector, which would be another area of growth, particularly in our rural and remote areas, in which there are renewed efforts to work in partnership with aboriginal communities. In British Columbia and most of Canada we have a thriving farming industry in which a large number of new immigrants are employed. There is interest in general and reproductive health issues that arise from exposure to pesticides and other agricultural products.

In summary we would be very interested in have students from your proposed BSc program apply to our MSc and MPH programs. As a country rich in natural resources with large immigrant and indigenous populations employed in potentially high risk occupations within these industries, health authorities would find that your students would bring a relevant and unique set of competencies to the work force. Best of luck going forward, Patti Janssen

Dr. Patricia Janssen
Professor and Director, PhD and MSc Programs
Co-theme Lead, Maternal Child Health
UBC School of Population and Public Health
2206 East Mall, Vancouver, B.C., V6T-1Z3
UBC: 604 827 4026, C &W: 604 875-2424 ext 5415

From: Lisa Gould [<mailto:lgould@uvic.ca>]
Sent: October 18, 2016 2:45 PM
To: Janssen, Patricia
Subject: requesting feedback on B.Sc. proposal

Dr. Patricia Janssen
MSc/PhD Program Director
School of Population and Public Health,
UBC

Dear Dr. Janssen,

The Department of Anthropology at the University of Victoria is in the process of proposing a new Bachelor of Science Anthropology Major program. The program will target students interested in the Biological Anthropology, Biological aspects of Medical Anthropology and Archaeological Sciences to provide them the opportunity to integrate the Natural and Social Sciences in their degree program. As part of the proposal process, we are consulting with university departments outside of UVic that offer graduate or professional training programs to which graduates of our BSc program may apply. It may be that students from Anthropology programs are relatively rare as applicants to your program, however since Biological Anthropology is focused on the biology, ecology, and evolution of humans and other primates, many students with an interest in the health sciences pursue an undergraduate degree in Anthropology. We believe that a BSc in Anthropology will serve to provide these students with a well-balanced education in relevant anthropological perspectives, as well as enabling them to focus on a strong science component throughout their Bachelors program in anticipation of post-graduate work in a number of diverse fields, including public health.

We are emailing you to ask if you would be willing to provide some feedback on the proposed

program (see attachment-executive summary- for details). As we move towards submitting our proposal to the provincial government, providing feedback from both diverse post-graduate programs and the public sector will be of great assistance. In particular, we are asking two key questions:

1. Based on the information in the attached program outline, will students completing this BSc. program in Anthropology have the requisite background and training to be accepted and find success in your Master of Public Health and/or Master of Science program(s)?
2. What are the areas of sustained or growing demand in the Canadian labour market for students completing your programs?

Any feedback that you can provide would be much appreciated. If we can assist you with any additional information in relation to our vision for this program, please do not hesitate to ask.

We look forward to hearing from you.

Sincerely,

Dr. Lisa Gould, Professor of Biological Anthropology
Anthropology Department,
University of Victoria.

Dr. Lisa Gould

Professor , Department of Anthropology

University of Victoria, Victoria, BC V8W3P5

Canada

Lgould@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/gouldlisa.php>

“Destroying rainforest for economic gain is like burning a Renaissance painting to cook a meal.”

– [Edward O. Wilson](#)

Subject: FW: requesting feedback on B.Sc. proposal
Date: Tuesday, November 1, 2016 at 2:17:36 PM Pacific Daylight Time
From: Lisa Gould
To: anthua
CC: Helen Kurki

Forwarding feeback from Karen Bartlett in School of pop and public health, UBC. In addition to her message below, she has written some helpful comments on the actual exec. Summary.

LG

Dr. Lisa Gould

Professor , Department of Anthropology

University of Victoria, Victoria, BC V8W3P5

Canada

Lgould@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/gouldlisa.php>

“Destroying rainforest for economic gain is like burning a Renaissance painting to cook a meal.”
— Edward O. Wilson

From: "Bartlett, Karen" <karen.bartlett@ubc.ca>
Date: Tuesday, October 18, 2016 at 5:34 PM
To: Lisa Gould <lgould@uvic.ca>
Subject: RE: requesting feedback on B.Sc. proposal

Thank you for asking our opinion.

I am the program director of our MSc in Occupational and Environmental Hygiene within the School of Population and Public Health. I have made some [quick notations](#) on the attached executive summary on the courses that are most relevant to us when we are evaluating transcripts from applicants.

We accept approximately 12 students into our program per year, and it is competitive to be accepted. Our program is course intensive (42 credits required for graduation) and our students can elect to complete the MSc either by research thesis or project completion.

In our experience, our graduates usually land a well paying job within 6 months of graduation. In fact, during the good times, many of our students had lined up their job prior to graduation. Even in the post extractive industry slump, all of our graduates have gone on to either jobs or medical school, or further graduate work as was their desire.

I wish you well with your application for the program. I think that interdisciplinary training serves students

well in whatever their future endeavours may be.

Regards,
Karen

Karen Bartlett, MScOEH, PhD
Professor and MScOEH Program Director
School of Population and Public Health
University of British Columbia
2206 East Mall
Vancouver, BC
Canada V6T 1Z3
604-822-6019

From: Lisa Gould [<mailto:lgould@uvic.ca>]
Sent: Tuesday, October 18, 2016 2:40 PM
To: Bartlett, Karen
Subject: requesting feedback on B.Sc. proposal

Dear Dr. Bartlett,

The Department of Anthropology at the University of Victoria is in the process of proposing a new Bachelor of Science Anthropology Major program. The program will target students interested in the Biological Anthropology, Biological aspects of Medical Anthropology and Archaeological Sciences to provide them the opportunity to integrate the Natural and Social Sciences in their degree program. As part of the proposal process, we are consulting with university departments outside of UVic that offer graduate or professional training programs to which graduates of our BSc program may apply. It may be that students from Anthropology programs are relatively rare as applicants to your program, however since Biological Anthropology is focused on the biology, ecology, and evolution of humans and other primates, many students with an interest in the health sciences pursue an undergraduate degree in Anthropology. We believe that a BSc in Anthropology will serve to provide these students with a well-balanced education in relevant anthropological perspectives, as well as enabling them to focus on a strong science component throughout their Bachelors program in anticipation of post-graduate work in a number of diverse fields, including public health.

We are emailing you to ask if you would be willing to provide some feedback on the proposed program (see attachment-executive summary- for details). As we move towards submitting our proposal to the provincial government, providing feedback from both diverse post-graduate programs and the public sector will be of great assistance. In particular, we are asking two key

questions:

1. Based on the information in the attached program outline, will students completing this BSc. program in Anthropology have the requisite background and training to be accepted and find success in your Master of Public Health and/or Master of Science program(s)?
2. What are the areas of sustained or growing demand in the Canadian labour market for students completing your programs?

Any feedback that you can provide would be much appreciated. If we can assist you with any additional information in relation to our vision for this program, please do not hesitate to ask.

We look forward to hearing from you.

Sincerely,

Dr. Lisa Gould, Professor of Biological Anthropology
Anthropology Department,
University of Victoria.

Dr. Lisa Gould

Professor, Department of Anthropology

University of Victoria, Victoria, BC V8W3P5

Canada

Lgould@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/gouldlisa.php>

“Destroying rainforest for economic gain is like burning a Renaissance painting to cook a meal.”

– [Edward O. Wilson](#)

Subject: FW: more B.Sc. proposal feedback

Date: Monday, November 21, 2016 at 3:26:11 PM Pacific Standard Time

From: Helen Kurki

From: Malcolm Steinberg <malcolm_steinberg@sfu.ca>

Date: Monday, November 14, 2016 at 3:10 PM

To: Lisa Gould <lgould@uvic.ca>

Subject: Re: requesting feedback on B.Sc. proposal

Hi Lisa

Apologies for the delay in getting back to you. I have been waiting for comments from some colleagues in our faculty that

The consensus is that we do feel that the proposed Bachelor of Science Anthropology Major program would prepare students for entry into our MPH program.

One area worth noting that I think might become a growing demand in the Canadian labour market for students completing our program is in the area of Indigenous health. Our current efforts to prepare students for this kind of work is focus on issues of cultural safety and humility as well as reflexive public health practice. I would anticipate that students coming out of the proposed new program at UVic would have been exposed to these issues. In addition to Indigenous populations, we are seeing more of a concerted effort of regional health authorities to prioritize programs for various marginalized and culturally diverse communities. Again, I would expect that this new program would offer students good preparation for sensitively engaging with culturally diverse communities.

Good luck with developing this offering.

Regards

Malcolm

Malcolm Steinberg
Director Public Health Practice
Chair MPH Program
Faculty of Health Sciences
Simon Fraser University
Blusson Hall, Rm 11018,
8888 University Drive, Burnaby, BC.
Canada, V5A 1S6

Office: 778.782.8554

Cell: 778.938.9118

e-mail: malcolm_steinberg@sfu.ca

www.fhs.sfu.ca

From: "Lisa Gould" <lgould@uvic.ca>
To: "malcolm steinberg" <malcolm_steinberg@sfu.ca>
Sent: Tuesday, October 18, 2016 2:49:50 PM
Subject: requesting feedback on B.Sc. proposal

To: Malcolm Steinberg, Program Director, Public Health Practice & Chair
MPH Program
Simon Fraser University

Dear Dr. Steinberg,

The Department of Anthropology at the University of Victoria is in the process of proposing a new Bachelor of Science Anthropology Major program. The program will target students interested in the Biological Anthropology, Biological aspects of Medical Anthropology and Archaeological Sciences to provide them the opportunity to integrate the Natural and Social Sciences in their degree program. As part of the proposal process, we are consulting with university departments outside of UVic that offer graduate or professional training programs to which graduates of our BSc program may apply. It may be that students from Anthropology programs are relatively rare as applicants to your program, however since Biological Anthropology is focused on the biology, ecology, and evolution of humans and other primates, many students with an interest in the health sciences pursue an undergraduate degree in Anthropology. We believe that a BSc in Anthropology will serve to provide these students with a well-balanced education in relevant anthropological perspectives, as well as enabling them to focus on a strong science component throughout their Bachelors program in anticipation of post-graduate work in a number of diverse fields, including public health.

We are emailing you to ask if you would be willing to provide some feedback on the proposed program (see attachment-executive summary- for details). As we move towards submitting our proposal to the provincial government, providing feedback from both diverse post-graduate programs and the public sector will be of great assistance. In particular, we are asking two key questions:

1. Based on the information in the attached program outline, will students completing this BSc. program in Anthropology have the requisite background and training to be accepted and find success in your Master of Public Health and/or Master of Science program(s)?
2. What are the areas of sustained or growing demand in the Canadian labour market for students completing your programs Bachelor of Science Anthropology Major program?

Any feedback that you can provide would be much appreciated. If we can assist you with any additional information in relation to our vision for this program, please do not hesitate to ask.

We look forward to hearing from you.

Sincerely,
Dr. Lisa Gould, Professor of Biological Anthropology
Anthropology Department,
University of Victoria.

Dr. Lisa Gould

*Professor, Department of Anthropology
University of Victoria, Victoria, BC V8W3P5
Canada*

lgould@uvic.ca

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/gouldlisa.php>

“Destroying rainforest for economic gain is like burning a Renaissance painting to cook a meal.”

15th November, 2016

To whom it may concern,

I am providing this Letter of Support to the plans of the Department of Anthropology at the University of Victoria to develop a new B.Sc. Anthropology Major program. I have read the Executive Summary of the proposed B.Sc. Anthropology Major program. I am contributing this input on the new B.Sc. Anthropology Major program at U. of Victoria in my capacity as the current President of the Canadian Association for Physical Anthropology (CAPA-ACAP). CAPA-ACAP has a history of being an academic association that is very supportive of its student members, and faculty members of CAPA-ACAP have track-records of working diligently to advance the careers of their students. With that as the perspective from which I am considering a new B.Sc. Anthropology Major program at U. of Victoria, I must say that I believe future graduate student members of CAPA-ACAP would be well-served by having the opportunity to get a science-based grounding in Anthropology (particularly in biological anthropology).

Indeed, the University of Victoria would clearly be establishing a distinctive niche for itself with the launching of this new B.Sc. Anthropology Major program since (as noted in the Executive Summary), the U. of Victoria would become the only University in British Columbia to offer such a program. In addition to my current role as President of CAPA-ACAP, I am also Chair of an Inter-Faculty Master's in Environment and Sustainability (MES) Program here at the U. of Western Ontario. In my annual reviewing of graduate applications to the MES Program, one pattern I have seen over the last several years is that there are an increasing number of students have as undergraduates have purposefully pursued programs that offer an interdisciplinary coverage of material (e.g., combined Biology and Geography programs, Business and Resource Management, Environmental Science and Political Science, etc.). In other words, students are recognizing conceptual and academic connections, and eager to pursue studies, that cross traditional "siloes" academic disciplines. While I feel that some of my colleagues still adhere to that siloes worldview, the interdisciplinary outlook that I have been able to develop in my own academic career (linking Anthropological, Biological/Ecological, Primatological, and Environment & Sustainability research) has served me well, and I relate to the attraction I see students exhibiting in this more holistic outlook.

So, in short, I feel that the University of Victoria would be planning for the future and showing foresight in developing this proposed B.Sc. Anthropology Major program. I believe that students would definitely be attracted to a B.Sc. Anthropology Major program that provided opportunities to pursue studies in the interdisciplinary, integrated, holistic manner that is outlined in the Executive Summary of the proposed program. Future graduate student members of CAPA-ACAP would most certainly be well-served to be able establish a science-based background in Anthropology through such a program. I wish you luck in bring this planned program to fruition.

Sincerely,

Original signed by Ian C. Colquhoun

Ian C. Colquhoun, Ph.D.
President, CAPA-ACAP

Associate Professor
Department of Anthropology, Faculty of Social Science
and, Chair, Master's in Environment and Sustainability (MES) Program
The Centre for Environment & Sustainability, Faculty of Science
The University of Western Ontario
London, Ontario, Canada N6A 5C2



Subject: FW: BSc Proposal in Anthropology for comment
Date: Thursday, February 16, 2017 at 9:11:41 AM Pacific Standard Time
From: Helen Kurki

From: Iain McKechnie <iim@uvic.ca>
Date: Tuesday, February 7, 2017 at 4:40 PM
To: Helen Kurki <hkurki@uvic.ca>, Quentin Mackie <qxm@uvic.ca>
Cc: Anthropology Chair <anthone@uvic.ca>
Subject: Fwd: BSc Proposal in Anthropology for comment

Helpful feedback and suggestions from the Royal BC Museum

Begin forwarded message:

From: "Hill, Genevieve RBCM:EX" <GHill@royalbcmuseum.bc.ca>
Subject: RE: BSc Proposal in Anthropology for comment
Date: February 7, 2017 at 1:48:58 PM PST
To: 'Iain McKechnie' <iim@uvic.ca>
Cc: Anthropology Chair <anthone@uvic.ca>

Hi Iain,

Sorry - I wrote the bulk of this last week, but got carried away with other things. Here are my thoughts.

I've taken a look at the Executive Summary for the new BSc and I wish I could go back and do it myself. The programme and overview are obviously well thought out, so I don't have much to add. Here are a few thoughts I had whilst reading the document:

- Engineering? Physics?
- Overview > end of second paragraph, where it talks about career paths, it mentions community-based archaeology, but it might be useful to include other aspects of CRM, from consulting based lab work to management (First nations and government based heritage management programmes in which a knowledge of scientific aspects of cultural heritage could be incredibly useful.) Awareness of scientific approaches to cultural heritage would, I think, allow for better project management (ex. Environmental Assessment)
- Though "Physical and Health Education" are mentioned in the Academic Units section, it might be worth linking a BSc in Anth to the fields of Health Sciences and Health Information Science. For example, some med schools and nursing programmes are seeking applicants from other-than-traditional-science backgrounds, and their graduates go on to do excellent work in the community,

grounding their work in cultural awareness. Rather than objectifying their future clients, they wish to understand them as cultural beings. A BSc in Anth could be an ideal programme for those wishing to focus on health sciences.

Let me know if you have any question.

Cheers,

Genevieve Hill Ph.D. Collection Manager and Researcher, Anthropology | Collections,
Knowledge and Engagement

675 Belleville Street, Victoria, BC Canada V8W 9W2

T 250 893-8019

GHill@royalbcmuseum.bc.ca | www.royalbcmuseum.bc.ca | www.bcarchives.bc.ca

In 2017, celebrate Canada's 150th birthday with feature exhibitions and special events at the Royal BC Museum

-----Original Message-----

From: Iain McKechnie [<mailto:iim@uvic.ca>]

Sent: Tuesday, January 24, 2017 4:09 PM

To: Hill, Genevieve RBCM:EX

Cc: Anthropology Chair

Subject: Re: BSc Proposal in Anthropology for comment

Terrific!

we would be most appreciative. don't worry about making it too formal or elaborate. Specific bullet points would work as well. Whatever takes you less fuss to share your thoughts the better.

Many thanks

Iain

Iain McKechnie

Assistant Professor and Hakai Institute Scholar Department of Anthropology University of Victoria

Email: iim@uvic.ca

Phone: 250-721-7351

<http://www.uvic.ca/socialsciences/anthropology/people/faculty/mckechnie-iain.php>

On Jan 24, 2017, at 3:14 PM, Hill, Genevieve RBCM:EX <GHill@royalbcmuseum.bc.ca> wrote:

Hi Iain,

How exciting! I'd be happy to give you some comments. I'll be in touch if I have any questions.

G.

Genevieve Hill Ph.D. Collection Manager and Researcher, Anthropology |
Collections, Knowledge and Engagement

<image001.png>

675 Belleville Street, Victoria, BC Canada V8W 9W2

T 250 893-8019

GHill@royalbcmuseum.bc.ca | www.royalbcmuseum.bc.ca

Join us on: Facebook | Twitter | Flickr | Instagram In 2017,
celebrate Canada's 150th birthday with feature exhibitions and special
events at the Royal BC Museum

From: Iain McKechnie [mailto:iim@uvic.ca]

Sent: Thursday, January 19, 2017 10:14 AM

To: Hill, Genevieve RBCM:EX

Cc: Anthropology Chair

Subject: BSc Proposal in Anthropology for comment

Dear Genevieve,

Hope all is well. I am getting in touch to share news that the UVic Department of Anthropology is pursuing the development of a new Bachelor of Science Major in Anthropology. As outlined in the accompanying Executive Summary, our aim is to build on our existing capacity to offer a new major that will address student interests at the same time as better connect with heritage management priorities and health-related fields across the province. We see our program as one that fosters skills through science-based learning that simultaneously grounds students in collaborative approaches built upon an appreciation of cultural contexts and diversity.

As a member of the department committee, I have been asked to consult with representatives who can comment on the strengths and justification for this new major beyond university settings. We are hoping to compile responses to share with the UVic administration in the next month.

Given your experience in archaeological heritage management, museums and archives, we would be grateful for your input on the attached 3-page summary of the proposal. This document is augmented by an appendix that illustrates potential course-specific pathways through the program. We would particularly value your thoughts on the strengths and impact that this initiative may have for attracting Indigenous and non-Indigenous undergraduate students pursuing archaeology and biological anthropology in BC. If you feel the need for additional information, we can send along the full ministerial template as well. Any input you can provide will be valuable for us in strengthening this proposal.

One key reason for this outreach is that our proposal will be undergoing review at multiple university levels and eventually be submitted to the Ministry of Education for their respective review processes, with an eye to economic needs and justification in higher education in BC. The department sees a greater need for increased scientific literacy in anthropology programs and recognizes this as a chance for reaching scientifically oriented students who are eager to take anthropology but often discouraged by the lack of a BSc option.

If you would like any further detail or to talk over the phone, please be in touch. I can well imagine how this might be another email task to add to your extensive list, but the department committee will be very appreciative for your input.

Looking forward to chatting next.

Respectfully,

Iain

Iain McKechnie | Assistant Professor & Hakai Institute Scholar
Department of Anthropology | University of Victoria
T-250-721-7351 | iim@uvic.ca
<http://www.uvic.ca/socialsciences/anthropology/people/faculty/mckechnie-iain.php>

Subject: FW: Consultation: Proposed BSc in Anthropology
Date: Thursday, February 16, 2017 at 9:11:08 AM Pacific Standard Time
From: anthua

From: Anthropology Chair <anthone@uvic.ca>
Date: Wednesday, February 15, 2017 at 1:46 PM
To: adeansci <adeansci@uvic.ca>
Cc: sciedean <sciedean@uvic.ca>, Helen Kurki <anthua@uvic.ca>, "Catherine Krull - Dean, SOSC" <soscdean@uvic.ca>, "Rosaline Canessa - Associate Dean, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation: Proposed BSc in Anthropology

Many thanks, Robin. Much appreciated.

All best, Ann

From: adeansci
Sent: February-15-17 1:32 PM
To: Anthropology Chair
Cc: sciedean
Subject: RE: Consultation: Proposed BSc in Anthropology

Dear Ann,

I am writing on behalf of Dean Lipson and myself regarding the Anthropology BSc proposal. The proposed program seems to be well thought out and offers a number of avenues for students to fulfil the science component of the programs. We have no objections and offer our support for this proposal.

Best of luck!

Kind regards,
Robin



Dr Robin G Hicks

Associate Dean of Science, Academic
Professor of Chemistry
[University of Victoria](http://www.uvic.ca)
PO Box 1700 Stn CSC
Victoria BC V8W3V6
Canada
Tel. 250-721-7062
web.uvic.ca/~rhicks/

From: Anthropology Chair
Sent: February 2, 2017 8:11 AM
To: sciedean <sciedean@uvic.ca>; adeansci <adeansci@uvic.ca>
Cc: Catherine Krull - Dean, SOSC <soscdean@uvic.ca>; Rosaline Canessa - Associate Dean, SOSC <soscasdn@uvic.ca>
Subject: Consultation: Proposed BSc in Anthropology

Dear Dean Lipson and Associate Dean Hicks,

I am writing as part of a consultation process to seek your input as the Department of Anthropology pursues development of a new Bachelor of Science Major in Anthropology. As you know, BSc credentials are offered through several other Faculty of Social Sciences departments (Economics, Geography, Psychology), and we are working to expand STEM-enriched opportunities for students pursuing study of anthropological sciences, particularly in the areas of biological anthropology and archaeology. As outlined in the accompanying Executive Summary, our aim is to build on our existing capacity to offer a new program that will address student interests in a manner consistent also with provincial priorities. Also find attached the full degree proposal, minus Appendix B (faculty CVs) which we are pulling together at the moment. Full profiles of our faculty can be viewed [here](#).

We have consulted with the departments in the Faculty of Science that would most be affected by increased enrolments in their courses as a result of the proposed program – Biology, Earth and Ocean Sciences, and Mathematics and Statistics. These are the units from which we have specifically recommended courses to fulfill the Science requirement of the program. EOS (Drs. Colin Goldblatt and Adam Monahan) and MATH (Dr. Rod Edwards) replied with supportive and valuable comments on the program proposal, which resulted in our revising the program to incorporate their feedback, specifically adding the requirement of a minimum of units from the Faculty of Science. We also consulted with BIOL (Dr. Barbara Hawkins), but as we did not receive a reply, we assume that BIOL did not have any particular concerns with our proposal. You'll find collated input from our consultations—internal and external--in Appendix A, attached.

As outlined in the attached program summary and further detailed in the pathways described in Appendix D of the full proposal (attached file “Appendix D”), we anticipate that the degree will provide a platform for students to pursue a variety of careers, including in health-related fields, historical ecology, heritage and land management and paleoanthropology, among other possibilities. Our department would be grateful for your input on--and hopefully support of--our initiative which we see as an important step in increasing opportunities for our students while enhancing scientific literacy in a social sciences context. Should you agree, we hope to include a letter or e-mail of support among our evidence of consultation as the proposal moves forward.

If you would like any further detail, please don't hesitate to be in touch. I can well imagine how busy you must be, but our department will be very appreciative of your input.

Kind regards,

Ann

Ann Stahl, Professor & Chair
Department of Anthropology
University of Victoria
PO Box 3050 STN CSC
Victoria BC V8W 3P5
Canada
anthone@uvic.ca

Subject: FW: Consultation: Proposed BSc in Anthropology
Date: Thursday, February 16, 2017 at 9:29:13 AM Pacific Standard Time
From: anthua

From: hsddean

Sent: February-15-17 3:12 PM
To: Anthropology Chair
Cc: Dale Piner - HSD Dean Assistant; Esther Sangster-Gormley, HSD Associate Dean Academic
Subject: RE: Consultation: Proposed BSc in Anthropology

Dear Ann,

This is written to support your proposed new BSc in Anthropology. It is especially encouraging to see that students in your new BSc program “will be exposed to ethically-informed approaches and efforts to implement the recommendations and calls to action of the Truth and Reconciliation Commission [thereby] learning how to] connect compelling science-based research with reconciliation processes between state jurisdictions and Indigenous harvesting and governance rights and help to build a basis on which to ground respectful future relationships.” I hope this kind of programming will also enable you to recruit Indigenous faculty and students over time who would undoubtedly enrich this innovative program.

Best wishes for your success,

Patricia Marck RN, PhD
Professor & Director
Faculty of Human & Social Development
University of Victoria
PO Box 1700, STN C
Victoria, BC, CANADA V8W 2Y2
Asst: Dale Piner hsddeanasst@uvic.ca
1-250-721-8050

From: Anthropology Chair
Sent: February 15, 2017 3:05 PM
To: hsddean <hsddean@uvic.ca>
Subject: FW: Consultation: Proposed BSc in Anthropology

Hi Patricia...re-sending with attachments.

Thanks, Ann

From: Anthropology Chair
Sent: February-02-17 8:13 AM
To: hsddean; Esther Sangster-Gormley, HSD Associate Dean Academic
Cc: Catherine Krull - Dean, SOSC; Rosaline Canessa - Associate Dean, SOSC
Subject: Consultation: Proposed BSc in Anthropology

Dear Dean Marck and Associate Dean Sangster-Gormley,
I am writing as part of a consultation process to seek your input as the Department of Anthropology pursues development of a new Bachelor of Science Major in Anthropology. As you know, BSc

credentials are offered through several other Faculty of Social Sciences departments (Economics, Geography, Psychology), and we are working to expand STEM-enriched opportunities for students pursuing study of anthropological sciences, particularly in the areas of biological anthropology and archaeology. As outlined in the accompanying Executive Summary, our aim is to build on our existing capacity to offer a new program that will address student interests in a manner consistent also with provincial priorities. Also find attached the full degree proposal, minus Appendix B (faculty CVs) which we are pulling together at the moment. Full profiles of our faculty can be viewed [here](#).

As outlined in the attached program summary and further detailed in the pathways described in Appendix D of the full proposal (attached file “Appendix D”), we anticipate that the degree will provide a platform for students to pursue a variety of careers, including in health-related fields, historical ecology, heritage and land management and paleoanthropology, among other possibilities. While we do not anticipate the program to have any effects on enrolments in your faculty, graduates with the BSc in Anthropology may well be interested in pursuing graduate credentials through your faculty, particularly in relation to public health.

Our department would be grateful for your input on--and hopefully support of--our initiative which we see as an important step in increasing opportunities for our students while enhancing scientific literacy in a social sciences context. Should you agree, we hope to include a letter or e-mail of support among our evidence of consultation as the proposal moves forward.

If you would like any further detail, please be in touch anytime. I can well imagine how busy you must be, but our department will be very appreciative of your input.

Kind regards,
Ann

Ann Stahl, Professor & Chair
Department of Anthropology
University of Victoria
PO Box 3050 STN CSC
Victoria BC V8W 3P5
Canada
anthone@uvic.ca

Subject: RE: Consultation on BSc Anthropology proposal
Date: Friday, January 20, 2017 at 11:54:23 AM Pacific Standard Time
From: Kathleen Matthews
To: anthua
CC: Daniel Brendle-Moczuk, Peter Stahl, Lisa Petrachenko

Hello Helen:

Thanks for your email. I think this is the first time I have seen the proposed BSc-ANTH Program documents. I left you a phone message this AM.

The closing statement of your proposal notes:

9. Resource Plan: No additional resources are required to launch the program, as all required and elective course are already offered by the University.

Based on this statement, I would agree that there are no immediate Library implications. I think however, it will be important for the Library Rep in ANTH and, also in BIOL and SEOS, to be aware of the interdisciplinary nature of this new program and be open to supporting future collection development accordingly.

As an aside [and not part of my formal consultation]: As I mentioned on the phone, I am personally very excited about this new program. My own ANTH degree, completed in 2003, with an emphasis on Pacific North-West Archaeology, Biological Anthropology, and the associated environmental regimes, was often informed by the sciences, and it was this intersection that was so compelling to me as a student.

Anyway, if this email satisfies your request for consultation, please let me know, either way.

Kathleen.

Kathleen Matthews

Subject Librarian (Physics & Astronomy, Chemistry, Earth & Ocean Sciences, Biology & Forest Biology, Anthropology);
Research Data Librarian – Sciences; Research & Development Librarian

[University of Victoria Libraries](#)

PO Box 1800, STN CSC

Victoria BC V8W 3H5

250 721-8271

kmatthew@uvic.ca

<https://onlineacademiccommunity.uvic.ca/sciencelibrarian/>



From: anthua
Sent: January-19-17 3:29 PM
To: Kathleen Matthews
Cc: Daniel Brendle-Moczuk; Peter Stahl; Lisa Petrachenko
Subject: Re: Consultation on BSc Anthropology proposal

Hello Kathleen,

Thanks for the feedback, but for this consultation I was asking about the new BSc program proposal that ANTH is drafting – I've attached the proposal summary again here. Basically, the program will run with courses currently on the books, no new courses will be created specifically for the BSc, which is why we do not force any additional resources needs.

Sorry, it might have been confusing when I originally send this consultation request it was at the same time as a request for consultation on some new ANTH courses being proposed in Cycle 2. These courses are not related to the Bsc proposal. Hope that makes more sense.

Thanks,
Helen

--

Dr. Helen Kurki
Undergraduate Advisor
Department of Anthropology
University of Victoria
250-721-7045
anthua@uvic.ca

From: Kathleen Matthews <kmatthew@uvic.ca>
Date: Thursday, January 19, 2017 at 3:02 PM
To: Helen Kurki <anthua@uvic.ca>, Lisa Petrachenko <lmiles@uvic.ca>
Cc: Daniel Brendle-Moczuk <danielbm@uvic.ca>, Peter Stahl <pstahl@uvic.ca>
Subject: Fw: Consultation on BSc Anthropology proposal

Hello Helen:

Daniel asked me to comment on the proposed new ANTH courses. In your email you state:

"The program makes use of courses that we already have in our curriculum, or those of other units at UVIC, so we do not foresee any additional resource needs from the Library for the program."

With regard to monographs, Peter Stahl, the ANTH Library Rep and I, can easily keep our eye out for books of interest to these new topics, and also order titles as requested or recommended.

More challenging is finding funds for new journal subscriptions. If there are specific journal titles that would be relevant to these three new courses, please inform the libraries, and we can check to see if we already hold these journals. There is of course always interlibrary loan for titles not held.

Thank you.

Kathleen Matthews.

Kathleen Matthews, University of Victoria, McPherson Library
Subject Librarian (Physics & Astronomy, Chemistry, Biology & Forest Biology, Earth & Ocean Science, Science Data);
Research & Development Librarian.
Email: kmatthew@uvic.ca Phone: 250 721-8271 Office: McPherson Library (Mearns A211).

From: Daniel Brendle-Moczuk
Sent: January 18, 2017 8:58
To: Kathleen Matthews
Cc: Lisa Petrachenko; David Boudinot
Subject: RE: Consultation on BSc Anthropology proposal

Hello Kathleen et al,
I think Helen Kirki, ANTH,
wants a (formal) reply that the new courses (attached) do not have an impact on the library.

For now, daniel

From: anthua
Sent: Tuesday, January 17, 2017 8:35 PM
To: Daniel Brendle-Moczuk <danielbm@uvic.ca>
Subject: FW: Consultation on BSc Anthropology proposal

Dear Daniel,
Just wanted to check in regarding your thoughts on the new ANTH BSc proposal that we are in the process of drafting. We are hoping to have something ready to submit in the coming few weeks.

My thanks,
Helen

--

Dr. Helen Kurki
Undergraduate Advisor
Department of Anthropology
University of Victoria
250-721-7045
anthua@uvic.ca

From: Helen Kurki <anthua@uvic.ca>
Date: Monday, November 21, 2016 at 2:50 PM
To: Daniel Brendle-Moczuk <danielbm@uvic.ca>
Subject: Consultation on BSc Anthropology proposal

Dear Daniel,

I am emailing in my role as UG advisor for Anthropology to consult with you concerning a new program proposal that we are developing for a BSc in Anthropology. I have attached an executive summary of the program, hopefully it addresses any major questions you may have, though of course I am happy to provide additional information. The program makes use of courses that we already have in our curriculum, or those of other units at UVIC, so we do not foresee any additional resource needs from the Library for the program.

We are still in the process of completing the full proposal package – as there is a new template for this process at UVIC – but as we work on this, we are compiling feedback in the consultation process.

I thank you in advance for your time, please do not hesitate if you have questions.

My thanks,
Helen

--

Dr. Helen Kurki
Undergraduate Advisor
Department of Anthropology
University of Victoria
250-721-7045
anthua@uvic.ca

Subject: FW: Consultation on ANTH BSc proposal

Date: Tuesday, December 6, 2016 at 10:50:13 AM Pacific Standard Time

From: Norah McRae

To: Helen Kurki

Hi Helen,

In response to your email, I have consulted internally and received the following emails in response. In short, we are supportive of this proposal and thank you for including us in this consultation process.

Norah



Norah McRae, Ph.D.

Executive Director, Co-operative Education Program and Career Services
Director, Office of Community-University Engagement

[University of Victoria](#)

Business and Economics Building, Room 424

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2 Canada

T 250-721-8811 or 250-721-7628 F 250-721-8996

Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

We acknowledge and respect the Lkwungen People on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Andrea Giles

Sent: December 6, 2016 10:41 AM

To: Norah McRae <nmcrae@uvic.ca>

Cc: Claudia Sperling <csperlin@uvic.ca>

Subject: RE: Consultation on ANTH BSc proposal

Hello Norah,

I think that this proposal for the Department of Anthropology to expand their undergraduate degree offering to a Bachelors of Science is a very valuable addition to the university. As you know, since the inception of the co-op designation for Anthropology students back in 1999-2000, there have been more than 300 co-op placements for Anthropology students (36 of these placements at the MA level, as well).

The proposal does speak to experiential learning with a focus on research and ensuring that skills-based

learning is robust in the Learning Outcomes section; however, it does not directly reference their desire to expand their co-op program to include the Bachelor of Science students. I think for the purposes of Academic Planning, it would benefit the Department of Anthropology to be explicit in their proposal about this desire to have the co-op option for BSc students. This would fit well in both the Learning Outcomes and the Distinctive Features sections of the proposal. Helen Kurki also references having the STEM-focus integrated with the social sciences perspective of Anthropology – again, I think for the purposes of Academic Planning, this proposal would benefit from having this integrated STEM linkage explicitly articulated.

I concur that from an operational standpoint that no additional resources would be required from COOP to increase the co-op load to include a BSc student cohort.

Regards,

Andrea



Andrea Giles, M.A.
Director of Operations
Co-operative Education Program and Career Services
Office of Community-University Engagement

University of Victoria
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Claudia Sperling
Sent: December 2, 2016 11:31 AM
To: Norah McRae <nmcr@uvic.ca>; Andrea Giles <agiles@uvic.ca>
Subject: RE: Consultation on ANTH BSc proposal

Hello Norah,

This sounds very exciting and would be a great fit. I have checked in with Social Science Co-op. Barb and Helen were aware that this was being proposed and feel that they would be able to find relevant placements.

I noticed that the proposal also references Cultural Resource Management so I checked with HUFA about their placements and received the following response from Shelley:

As per your request, in the last three years we have had one student in the cultural resource management program do a co-op term (this past summer). In looking further back in the records, it looks like there have only been 9 CRM students in the HUFA co-op program altogether and of those only three have done a co-op term (including the one this past summer). As I mentioned, part of the challenge is being a full-time student as I would think most of the students in the program work full time and do the program part time, online. The program tends to be promoted as something a mid-career professional can do while they work. I know they also have a course that is an internship. I just received a newsletter from them that highlighted

one student's recent internship experience.

My only comment regarding the proposal itself is that it would be nice if it actually mentioned Co-op! Perhaps under "Distinctive Features"?

As to placements, this seems do-able from an operational standpoint.

Please let me know if you need anything else.
Claudia

Claudia Sperling, MBA
Program Manager, Optional & Professional Programs
Co-operative Education Program and Career Services
University of Victoria
T 250-721-8812 | csperlin@uvic.ca



From: Norah McRae
Sent: December 2, 2016 11:01 AM
To: Claudia Sperling <csperlin@uvic.ca>; Andrea Giles <agiles@uvic.ca>
Subject: FW: Consultation on ANTH BSc proposal

Hi Claudia and Andrea,

For your thoughts an feedback,

Norah



Norah McRae, Ph.D.
Executive Director, Co-operative Education Program and Career Services
Director, Office of Community-University Engagement

University of Victoria
Business and Economics Building, Room 424
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Victoria, BC V8W 2Y2 Canada
T 250-721-8811 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

We acknowledge and respect the Lkwungen People on whose traditional territory the university stands and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.

From: Helen Kurki
Sent: December 2, 2016 10:58 AM
To: Norah McRae <nmcrae@uvic.ca>
Subject: Consultation on ANTH BSc proposal

Hello Nora,

ANTH is in the process of developing a proposal for a BSc ANTH major program, and as part of the proposal process, we are consulting with relevant units at the University – obviously, given the importance of co-op as an option for ANTH students, we wanted to get your feedback on the proposal. Co-op for ANTH students to date has been quite successful in the BA program, and we are anticipating that given the STEM-focus integrated with the social sciences perspective of ANTH, co-op will be a very valuable option for students in the BSc as well. I have attached a summary of the proposal for you, please do not hesitate to ask if I can provide additional information.

My thanks,

Helen

--

Helen K. Kurki, Ph.D.
Associate Professor
Department of Anthropology
University of Victoria
250-721-7045
hkurki@uvic.ca

APPENDIX B: FULL BSc PROPOSAL PROGRAM

DETAILS *First Year (4.5 units)*

- 1.5 units ANTH 100 Introduction to Anthropology
- 1.5 units chosen from: MATH 100 Calculus I, 102 Calculus for Students in the Social and Biological Sciences, 109 Introduction to Calculus, 151 Finite Mathematics; CSC 100 Elementary Computing, 105 Computers and Information Processing, 106 The Practice of Computer Science, 130 World Wide Web and Mobile Applications
- 1.5 units from the Faculty of Science (excluding MATH 120), Department of Computer Sciences or: EPHE 141 Human Anatomy, GEOG 103 Introduction to Physical Geography, PSYC 100A, 100B Introductory Psychology I and II
- Recommended as possible electives: BIOL 150A Modern Biology, BIOL 150B Modern Biology, BIOL 184 Evolution and Biodiversity, EOS 110 Oceans and Atmosphere, EOS 120 Dynamic Earth, COMP SCI 100 Elementary Computing, COMP SCI 130 Web and Mobile Applications

Second Year (9.0 units)

- 6.0 units 200-level ANTH:
 - ANTH 200 Cultural and Social Anthropology
 - ANTH 240 Archaeology
 - ANTH 250 Biological Anthropology
 - ANTH 260 Introduction to Anthropological Research
- 3.0 units from the Faculty of Science (excluding MATH 120), Department of Computer Sciences or: EPHE 201 Analysis of Human Movement, ES 200 Introduction to Environmental Studies, ES 240 Ecological Processes, GEOG 209 Introduction to Environmental Management, GEOG 222 Introduction to Maps and GIS, GEOG 226 Introduction to Quantitative Methods in Geography, GEOG 228 Introduction to Remote Sensing, PSYC 215A Introduction to Biological Psychology
- Recommended as possible electives: BIOL 215 Principles of Ecology, BIOL 230 Principles of Genetics, EOS 260 Earth System Evolution, STAT 255 Statistics for Life Sciences I, STAT 256 Statistics for Life Sciences II

Third and Fourth Years (19.5 units)

- 3.0 units research methods
 - ANTH 317 Quantitative Methods on Anthropological Research (or other approved statistics course)
 - ANTH 319 Research Methods in Archaeology and Biological Anthropology
- 1.5 units of **Area Studies**: ANTH 323 Anthropology of the Circumpolar Region, 325 Anthropology of South America, 329 Anthropology of Southeast Asia, 330 Anthropology of South Asia, 332 Anthropology of Europe, 336 Contemporary Aboriginal Peoples of Canada, 337 Anthropology of Eurasia, 338 Anthropology of the Indigenous Peoples of British Columbia, 340 Archaeology of British Columbia, 347 Stone Age of Africa, 365 Colonialism and Daily Life, 391 Selected Problems in Anthropology: Area Studies, 398 Life and Death in the Viking World, 433 Coast Salish Culture and Contemporary Life, 449 Archaeology of the Northwest Coast, 481 Seminar in Area Studies, 491 Directed Studies in Anthropology: Area Studies
- 1.5 units of **Cultural Anthropology**: ANTH 302 Globalization, Health and the Environment, 303 Anthropology of Sound, 304 Technology and Culture, 305 Anthropology of the Arts, 306 Folklore in Contemporary Society, 307 Anthropology of Children and Youth, 308 Legality and Social Justice in Global Perspective, 310

- Anthropological Approaches to Comparative Religion, 312 Introduction to Medical Anthropology, 315 Living Technologies, 365 Colonialism and Daily Life, 366 Anthropology of Reproduction, 393 Selected Problems in Anthropology: Cultural Anthropology, 401 Environmental Anthropology, 405 Advanced Economic Anthropology, 408 Anthropology and Photography, 410 Advanced Topics in Medical Anthropology, 483 Seminar in Cultural Anthropology, 493 Directed Studies in Anthropology: Cultural Anthropology
- 1.5 units of **Method and Theory**: ANTH 343 Archaeological Field Techniques, 395 Selected Problems in Anthropology: Method and Theory, 441 Archaeological Method and Theory, 450 Advanced Topics in Primate Behavioural Ecology, 454 Method and Theory in Bioarchaeology, 460 Ethnographic Mapping and Indigenous Cartographies, 485 Seminar in Method and Theory, 495 Directed Studies in Anthropology: Method and Theory
 - Anthropology Science Requirement (9.0 units): Students must complete a minimum of two courses (3.0 units) in each of two subfields:
 - **Archaeology**: ANTH 315 Living Technologies, 340 Archaeology of British Columbia, 341 Paleolithic Archaeology, 343 Archaeological Field Techniques, 344 Regional Topics in Archaeology, 346 Archaeology of Holocene Africa, 347 Stone Age of Africa, 348 Peopling of New Territories, 349 Paleolithic Art, 360 Zooarchaeology, 365 Colonialism and Daily Life, 392 Selected Problems in Anthropology: Archaeology, 397 The Archaeology of Death, 398 Life and Death in the Viking World, 449 Archaeology of the Northwest Coast, 482 Seminar in Archaeology, 492 Directed Studies in Anthropology: Archaeology
 - **Biological Anthropology**: ANTH 350 Primate Behavioural Ecology, 351 Human Origins, 352 Human Osteology, 355 AIDS in the World, 356 Sex and Drugs, Biology and Culture, 357 The Human Animal, 394 Selected Problems in Anthropology: Biological Anthropology, 450 Advanced Topics in Primate Behavioural Ecology, 452 Advanced Topics in Human Osteology, 453 Human Evolutionary Ecology, 455 Advanced Topics in the Anthropology of HIV/AIDS, 484 Seminar in Biological Anthropology, 494 Directed Studies in Anthropology: Biological Anthropology
 - 3.0 units from the Method and Theory, Archaeology, or Biological Anthropology must be taken at the 400-level
 - 3.0 units from the Faculty of Science, Department of Computer Sciences at the 300- or 400-level or:
 - EPHE 341 Biomechanics, EPHE 351 Community and Population Health, EPHE 355 Functional Anatomy, ES 321 Ethnoecology, ES 341 Past, Present and Future Ecologies, ES 423 Traditional Systems of Land and Resource Management, ES 461 Environmental Impact Assessment, GEOG 301 Environmental Impact Assessment, GEOG 308 Introduction to GIS, GEOG 319 Remote Sensing of the Environment, GEOG 322 Digital Remote Sensing, GEOG 325 Field Surveying, GEOG 328 GIS Analysis, GEOG 353 Coastal and Marine Resources, GEOG 453 Field Studies in Coastal and Marine Resources, PSYC 325 Environmental Psychology, PSYC 332 Health Psychology, PSYC 335 Infant and Child Development, PSYC 336 Adolescent Development, PSYC 351D Biopsychology, PSYC 425 Advanced Environmental Psychology
 - **Recommended as possible electives**: BIOL 355 Evolution, BIOL 359 Food, Disease and People, BIOL 345 Animal Behavior, BIOL 457 Paleoecology and Environmental Change, EOS 330 Paleobiology, EOS 335 Isotopes in Natural Science, EOS 365 Climate and Society, EOS 450 Quaternary Geology, STATS 359 Data analysis

NOTE: A minimum of 3.0 units (excluding MATH 120) must be taken from the Faculty of Science or Department of Computer Science.

APPENDIX C: EXAMPLES OF POTENTIAL PATHWAYS THROUGH THE BSc PROGRAM

These examples of potential pathways through the Anthropology BSc program are intended to illustrate how a student with interests in a particular area of the Anthropological Sciences might select their coursework to fulfill the program requirements (33.0 units).

*	Required courses
*	Required lines with choice in courses
*	Examples of wider STEM choices.
*	Prerequisite courses for suggested wider STEM courses (courses additional to program requirements)

Health Sciences Pathway

Health Sciences

Pathway	Line	Course*		
Year 1 (4.5 units; 3 courses)		ANTH 100	Introduction to Anthropology	
	wider STEM	BIOL 150A	Modern Biology	
	wider STEM	BIOL 186	Physiology & Cell Biology	
Year 2 (9 units; 6 courses)		CHEM 101	Fundamentals of Chemistry 1 (prerequisite for CHEM 231)	
		ANTH 200	Cultural and Social Anthropology	
		ANTH 240	Archaeology	
		ANTH 250	Biological Anthropology	
		ANTH 260	Introduction to Anthropological Research	
	wider STEM	BIOL 225	Principles of Cell Biology	
	wider STEM	BIOL 230	Principles of Genetics	
		CHEM 231	Introduction to Organic Chemistry (Co-requisite for BIOL 230)	
	Years 3 & 4 (19.5 units; 13 courses)		ANTH 317	Quantitative Methods in Anthropological Research
			ANTH 319	Research Methods in Archaeology and Biological Anthropology
Area Studies		ANTH XXX	Area course that connects to student interests (Asia, Europe, South America, Canada, etc)	
Cultural Anth.		ANTH 312	Introduction to Medical Anthropology	
Method & Theory		ANTH 410	Advanced Topics in Medical Anthropology	
Archaeology		ANTH 365	Colonialism & Daily Life	
		ANTH 482	Topics in Archaeology	
Biological Anth.		ANTH 355	AIDs in the World	
		ANTH 352	Human Osteology	
wider STEM		BIOL 309	Developmental Biology	
wider STEM		BIOL 359	Food, Disease and People	
Alternative STEM		EPHE 351	Community and Population Health	
Relevant Anthropology Electives		ANTH 302	Globalization, Health & the Environment	
	ANTH 307	Anthropology of Children and Youth		
	ANTH 338	Anthropology of Indigenous Peoples of		

British Columbia

ANTH 356	Sex and Drugs, Biology and Culture
ANTH 366	Anthropology of Reproduction
ANTH 452	Advanced Topics in Human Osteology
ANTH 455	Advanced Topics in the Anthropology of HIV/AIDS

Historical Ecology Pathway

Historical Ecology

Pathway

Line

Course*

Year 1 (4.5 units; 3 courses)

wider STEM
wider STEM

ANTH 100	Introduction to Anthropology
BIOL 184	Evolution and Biodiversity
ES 240	Ecological Processes
BIOL 186	Physiology and Cell Biology (prerequisite for BIOL 215)
EOS 120	The Dynamic Earth prerequisite for EOS 201)
EOS 205	Minerology (prerequisite for EOS 201)
CHEM 101	Fundamentals of Chemistry I (prerequisite for CHEM 102)
CHEM 102	Fundamentals of Chemistry II (prerequisite for EOS 205)
MATH 1XX	100-level MATH (prerequisite for STAT 255)

Year 2 (9 units; 6 courses)

wider STEM
wider STEM

ANTH 200	Cultural and Social Anthropology
ANTH 240	Archaeology
ANTH 250	Biological Anthropology
ANTH 260	Introduction to Anthropological Research
BIOL 215	Principles of Ecology
EOS 201	Sedimentary Geology
BIOL 225	Principles of Cell Biology (prerequisite for BIOL 321)
STAT 255	Statistics for Life Sciences I (prerequisite for ES 344)

Years 3 & 4 (19.5 units; 13 courses)

Area Studies
Cultural Anth
Method & Theory
Archaeology

ANTH 317	Quantitative Methods in Anthropological Research
ANTH 319	Research Methods in Archaeology and Biological Anthropology
ANTH XXX	Area course that connects to student interests (Asia, Europe, South America, Canada, etc)
ANTH 302	Globalization, Health & the Environment
ANTH 441	Archaeological Method and Theory
ANTH 360	Zooarchaeology
ANTH 348	Peopling of New Territories
ANTH 401	Environmental Anthropology
ANTH 449	Archaeology of the Northwest Coast

	Biological Anth	ANTH 350	Primate Behavioural Ecology
		ANTH 352	Human Origins
	wider STEM	BIOL 319	Marine Ecology
	wider STEM	ES 344	Ecological Methods
		BIOL 321	Survey of Invertebrates (prerequisite for BIOL 319)
Relevant Anthropology Electives		ANTH 304	Technology and Culture Legality and Social Justice in Global Perspective
		ANTH 308	Perspective
		ANTH 311	Introduction to Applied Anthropology
		ANTH 315	Living Technologies
		ANTH 338	Anthropology of the Indigenous Peoples of BC
		ANTH 343	Archaeological Field Techniques
		ANTH 449	Human Evolutionary Ecology Ethnographic Mapping and Indigenous Cartographies
		ANTH 460	

Paleoanthropology Pathway – Example 1

Palaeoanthropology

Pathway

Year 1 (4.5 units; 3 courses)

Line

wider STEM

wider STEM

Course*

ANTH 100

Introduction to Anthropology

BIOL 184

Evolution & Biodiversity

BIOL 186

Physiology & Cell Biology

EOS 120

The Dynamic Earth (Prerequisite for EOS 201)

CHEM 101

Fundamentals of Chemistry I (prerequisite for CHEM 102 and 231)

CHEM 102

Fundamentals of Chemistry II (prerequisite for EOS 205)

Year 2 (9 units; 6 courses)

ANTH 200

Cultural and Social Anthropology

ANTH 240

Archaeology

ANTH 250

Biological Anthropology

ANTH 260

Introduction to Anthropological Research

wider STEM

BIOL 225

Principles of Cell Biology

wider STEM

BIOL 230

Principles of Genetics

EOS 201

Sedimentary Geology (prerequisite for EOS 330)

EOS 205

Minerology (prerequisite for EOS 201)

CHEM 231

Introduction to Organic Chemistry (Co-requisite for BIOL 230)

Years 3 & 4 (19.5 units; 13 courses)

ANTH 317

Quantitative Methods in Anthropological Research

ANTH 319

Research Methods in Archaeology and Biological Anthropology

Area Studies

ANTH XXX

Area course that connects to student interests (Asia, Europe, South America,

			Canada, etc)
	Cultural Anth.	ANTH XXX	Cultural Anthropology course that connects to student interests
	Method & Theory	ANTH 441	Archaeological Method and Theory
	Archaeology	ANTH 341	Paleolithic Archaeology
		ANTH 360	Zooarchaeology
	Biological Anth.	ANTH 350	Primate Behavioural Ecology
		ANTH 351	Human Origins
		ANTH 352	Human Osteology
		ANTH 450	Advanced Primate Behavioural Ecology
	wider STEM	EOS 330	Paleobiology
	wider STEM	BIOL 355	Evolution
Relevant Anthropology Electives		ANTH 315	Living Technologies
		ANTH 357	The Human Animal
		ANTH 394	Selected Problems in Anthropology: Biological Anthropology
		ANTH 452	Advanced Topics in Human Osteology
		ANTH 454	Method & Theory in Bioarchaeology
		ANTH 484	Seminar in Biological Anthropology

Paleoanthropology Pathway – Example 2

Palaeoanthropology

Pathway 2

Pathway 2	Line	Course*	
Year 1 (4.5 units; 3 courses)		ANTH 100	Introduction to Anthropology
	wider STEM	BIOL 184	Evolution & Biodiversity
	wider STEM	EOS 120	The Dynamic Earth
		BIOL 186	Physiology and Cell Biology (prerequisite for BIOL 215, 225)
		CHEM 101	Fundamentals of Chemistry 1 (prerequisite for CHEM 231)
Year 2 (9 units; 6 courses)		ANTH 200	Cultural and Social Anthropology
		ANTH 240	Archaeology
		ANTH 250	Biological Anthropology
		ANTH 260	Introduction to Anthropological Research
	wider STEM	BIOL 225	Principles of Cell Biology
	wider STEM	BIOL 215	Principles of Ecology
		BIOL 230	Principles of Genetics (prerequisite for BIOL 355)
Years 3 & 4 (19.5 units; 13 courses)		CHEM 231	Introduction to Organic Chemistry (Co-requisite for BIOL 230)
		ANTH 317	Quantitative Methods in Anthropological Research
		ANTH 319	Research Methods in Archaeology and Biological Anthropology
			Area course that connects to student interests (Asia, Europe, South America, Canada, etc)
	Area Studies	ANTH XXX	

	Cultural Anth.	ANTH XXX	Cultural Anthropology course that connects to student interests
	Method & Theory	ANTH 441	Archaeological Method and Theory
	Archaeology	ANTH 341	Paleolithic Archaeology
		ANTH 360	Zooarchaeology
	Biological Anth.	ANTH 350	Primate Behavioural Ecology
		ANTH 351	Human Origins
		ANTH 352	Human Osteology
		ANTH 450	Advanced Primate Behavioural Ecology
	wider STEM	BIOL 457	Paleoecology and Environmental Change
	wider STEM	BIOL 355	Evolution
Relevant Anthropology Electives		ANTH 315	Living Technologies
		ANTH 357	The Human Animal
			Selected Problems in Anthropology:
		ANTH 394	Biological Anthropology
		ANTH 452	Advanced Topics in Human Osteology
		ANTH 454	Method & Theory in Bioarchaeology
		ANTH 484	Seminar in Biological Anthropology

Heritage and Land Management Pathway

Heritage and Land Management

Pathway	Line	Course*		
Year 1 (4.5 units; 3 courses)		ANTH 100	Introduction to Anthropology	
		BIOL 186	Physiology and Cell Biology (prerequisite for BIOL 215)	
		EOS 120	The Dynamic Earth prerequisite for EOS 201)	
		EOS 205	Minerology (prerequisite for EOS 201)	
		CHEM 101	Fundamentals of Chemistry I (prerequisite for CHEM 102)	
		CHEM 102	Fundamentals of Chemistry II (prerequisite for EOS 205)	
		MATH 1XX	100-level MATH (prerequisite for STAT 255)	
	Year 2 (9 units; 6 courses)		ANTH 200	Cultural and Social Anthropology
			ANTH 240	Archaeology
			ANTH 250	Biological Anthropology
		ANTH 260	Introduction to Anthropological Research	
		wider STEM	BIOL 215	Principles of Ecology
		wider STEM	EOS 201	Sedimentary Geology
			STAT 255	Statistics for Life Sciences I (prerequisite for ES 344)
			GEOG 222	Introduction to Maps and GIS
Years 3 & 4 (19.5 units; 13 courses)		GEOG 276	Introduction to Geomorphology	
			Research Methods in Archaeology and Biological Anthropology	
		ANTH 319		

	ANTH 319	Research Methods in Archaeology and Biological Anthropology
Area Studies	ANTH XXX	Area course that connects to student interests (Asia, Europe, South America, Canada, etc)
Cultural Anth.	ANTH XXX	Cultural Anthropology course that connects to student interests
Method & Theory	ANTH 441	Archaeological Method and Theory
Archaeology	ANTH 360	Zooarchaeology
	ANTH 348	Peopling of New Territories
	Anth 340	Archaeology of British Columbia
	Anth 392	Cultural Resource Management
Biological Anth.	ANTH 352	Human Osteology
	ANTH XXX	Biological Anthropology course that connects to student interests
wider STEM	BIOL 319	Marine Ecology
wider STEM	ES 344	Ecological Methods (also taught as ES 344 study design and analysis)
	BIOL 321	Survey of Invertebrates (prerequisite for BIOL 319)
	ANTH 304	Technology and Culture
	ANTH 308	Legality and Social Justice in Global Perspective
Relevant Anthropology Electives	ANTH 311	Introduction to Applied Anthropology
	ANTH 315	Living Technologies
	ANTH 338	Anthropology of the Indigenous Peoples of BC
	ANTH 449	Human Evolutionary Ecology
	ANTH 460	Ethnographic Mapping and Indigenous Cartographies
	ANTH 449	Archaeology of the Northwest Coast
	ANTH 343 & 344	Field School- 343: Archaeological Field Techniques/ 344:Regional Topics in Archaeology
	ANTH 317	Introduction to Quantitative Methods in Anthropological Research



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

Handwritten signature of Valerie Kuehne in blue ink.

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Proposal to Establish Joint Degrees: Juris Doctor and Juris Indigenarum Doctor

Basis for Jurisdiction: Senate Committee on Planning meeting March 15, 2017
Senate meeting April 7, 2017

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build on faculty expertise. The establishment of Joint Degrees: Juris Doctor and Juris Indigenarum Doctor (JD/JID) will help UVic to be nationally and internationally competitive in the recruitment and retention of high calibre students (Objective 4) and to be competitive in the quality of our program offerings (Objective 14).

Previous Consultation: At its meeting on April 7, 2017, Senate approved and recommended that the Board of Governors approve the establishment of Joint Degrees: Juris Doctor and Juris Indigenarum Doctor.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding and approval by the Ministry of Advanced Education, the establishment of Joint Degrees: Juris Doctor and Juris Indigenarum Doctor, as described in the document "Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

The proposed JD/JID joint degree program responds directly to the Truth and Reconciliation Commission's Call to Action 50: "the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal Peoples of Canada." The program directly addresses the expanding need for lawyers with background and experience in working with multiple legal traditions, including Indigenous legal traditions, with respect to negotiating treaties, intergovernmental agreements regarding social services, economic and resource development, cultural enrichment, and environmental protection. Graduates would be sought after by Indigenous governments; non-Indigenous governments and organizations; and lawyers, law firms, and social justice advocates involved in negotiation of agreements, institution building, and social justice initiatives concerning Indigenous peoples.

Alignment with the university's mission and strategic plan

The JD/JID aligns with UVic's 2012 strategic plan, in particular, providing a high quality learning and research environment; integrating teaching, learning, research and civic engagement across the disciplines; employing our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship; and promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources. See also goals #3, #12, #13, #16, #18, #19, #20, #21, #23, #28, #29, #30, and #31. The JD/JID aligns with UVic's Strategic Research Plan (2016-2021) especially priorities #3 and #4 that single out partnerships with Indigenous communities and Indigenous research as one of eight dynamic areas of research. Finally, the JD/JID strongly aligns with UVic's Indigenous Plan (2017-2022) in all four of its foci, namely on students, faculty and staff, education, and research.

Senate/academic considerations

The JD/JID proposal has the support of the Law Faculty and letters of support from the Deans of six UVic faculties and seven law faculties from across the country (these seven faculties include the two BC law schools: UBC and TRU; we expect additional letters from other law faculties in the coming weeks). It was unanimously approved by University Senate. The proposal has benefitted from extensive consultations with Indigenous communities and organizations since at least 2009. There have also been discussions with the Business Council of British Columbia, professional bodies including the Law Society of British Columbia, the Federation of Law Societies, and the Indigenous Bar Association, as well as representatives of the provincial and federal judiciary, including several judges of the Supreme Court of Canada and the Federal Court of Canada.

Demand and availability

Robust student demand and availability is evidenced by the following seven factors:

- 1) UVic Law's current success in attracting students interested in Indigenous law and legal issues into its current JD and graduate programs;
- 2) three summer pilot programs that were well subscribed, drawing students from BC, Canada, and internationally;
- 3) student interest in response to ongoing informal promotion of the proposal during JD recruitment activities;
- 4) keen interest and support from Indigenous communities and leaders;
- 5) support by members of the legal profession and justice system actors such as judges and the Federation of Law Societies of Canada;
- 6) interest and support from provincial and federal government departments that engage directly with Indigenous communities and issues; and

- 7) increasing attention from Canadian, North American, and international networks of scholars and activists on Indigenous legal issues.

UVic itself has 1262 Indigenous students who (minus the 28 already at the Law Faculty) are part of a potential pool of applicants. UVic Law currently has in place a sophisticated recruitment strategy for its JD, involving site visits to campuses in BC and across Canada, which can serve as a recruitment vehicle for the JD/JID. Similarly, the partnerships UVic Law has in place with Indigenous communities through its research agenda and advance work on the JD/JID serve as a foundation for recruitment efforts in those communities.

Resource implications

UVic Law has developed a detailed budget and financial plan as well as engaged in extensive fundraising activities with both public and private sector representatives, at the provincial and national level to fund the program and capital costs.

- 1) Program Costs (\$1.8 million/year once the program reaches steady-state): Resources will be required for six additional faculty members (an increase of 20% to serve a 25% increase in student load), 3.5 FTE in additional administrative staff, together with additional staff time to support extra load in a number of administrative areas.
- 2) Capital Costs (\$19.2 million): A new wing to the Fraser Building will be needed to accommodate the increased students, faculty and staff when the program is in its steady state. A full study of the space requirements, siting and an estimate of construction cost was completed in 2015-16 and approved by UVic's Department of Budget and Capital Planning.
- 3) Library Resources: Additional library resources that are outside the current Library budget will be needed to support the program. These library resources would be supported by the University portion of student fees and provincial funding.

The ability to offer the program is dependent on funding. We expect:

- 1) the BC government to cover the basic program costs through the funding of student places;
- 2) the Canadian government to support the capital costs (subject to matching from privately-sourced funds), research funding, and engagement costs; and
- 3) private funders to provide matching funds for the federal contributions, together with student financial support, program costs, and funding for an expanded Indigenous Law Research Unit.

Other relevant factors

Teaching and Research. The establishment of the JD/JID will ensure that the University of Victoria and UVic Law remain pre-eminent in the fields of Indigenous law and Indigenous community engagement. The JD/JID builds on and will enhance UVic Law's existing capacity in teaching and research in Indigenous law generally.

UVic Law's Indigenous Law Research Unit (ILRU) provides a sturdy framework for ongoing community engagement in the activities that support the JD/JID curriculum. ILRU already has a distinguished record of community-engaged research on Indigenous Law. It developed out of a major project funded by the Ontario Law Foundation in partnership with the Truth and Reconciliation Commission and the Indigenous Bar Association. This project had a significant impact on the TRC's recommendations, especially Recommendation 50. ILRU will serve as the privileged vehicle for the expansion of community-engaged teaching and research associated with the program. Its activities, with communities, will directly support the communities' own development of their laws and dispute resolution processes. The relationships that ILRU establishes will provide a natural framework for the program's field placements and other teaching. Its materials will serve as course materials for the JD/JID. Its research contributions will lead the research efforts of those associated with the program.

The JD/JID will also both build upon and extend the very significant interdisciplinary collaboration on Indigenous questions at UVic, including the National Consortium for Indigenous Economic Development (founded jointly by Law and Business) and the Graduate Certificate in Indigenous Nationhood (founded jointly by Law, Political Science, and Indigenous Governance).

Post Graduate Success. The JD/JID responds directly to labour market priorities identified in BC's Labour Market Outlook. It identifies law practice as one of the top 100 opportunity occupations over the next decade. Moreover, in the 2025 Skills for Jobs Blueprint, BC has made it a priority that growth in the Provincial resource sector take place in partnership with Indigenous communities and offer training and employment opportunities for members of Indigenous communities. UVic Law has the institutional structures in place to support JD/JID students in taking advantages of these opportunities. The JD program already has a Careers Office that facilitates a range of articling and employment options for JD graduates. It will be expanded to support the JD/JID graduates' specialized career paths. Consultations with potential employers both in government and in the private sector indicate that demand for the program's graduates will be strong.

Attachment(s): Proposal to Senate, dated March 22, 2017, for the establishment of joint degrees: Juris Doctor and Juris Indigenarum Doctor.



University
of Victoria

Associate Vice-President Academic Planning

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Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax (250) 721-7216
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the request for proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding and approval by the Ministry of Advanced Education, the establishment of joint degrees: Juris Doctor and Juris Indigenarum Doctor, as described in the document "Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

**PROPOSED JOINT DEGREES:
JURIS DOCTOR and JURIS INDIGENARUM DOCTOR**

Title of proposal:	PROPOSED JOINT DEGREES: JURIS DOCTOR and JURIS INDIGENARUM DOCTOR
Contact Name and Number:	Jeremy Webber, Dean of Law 250-721-8147
Date approved by Department:	22 February 2017
Date approved by Faculty:	22 February 2017
Date approved by Graduate Studies: (if applicable)	N/A
Date submitted:	22 February 2017

PROPOSED JOINT DEGREES: JURIS DOCTOR and JURIS
INDIGENARUM DOCTOR

A. Identification of new JD/JID program	
Name, Location, Academic units (Faculties, departments, or schools) offering the new JD/JID degree	University of Victoria Faculty of Law
Anticipated JD/JID degree start date	September, 2018
Name, title, phone number and e-mail address of contact person	Dean Jeremy Webber University of Victoria Faculty of Law 250-721-8147 lawdean@uvic.ca
B. History and context of the JD/JID Joint degree	
<p>There is growing recognition worldwide of the importance of Indigenous legal orders in responding to and dealing with matters of governance, economies, citizenries and civility, national and international relations, human rights, environmental sustainability, lands and resources, and the social determinants of health. Canada’s Truth and Reconciliation Commission affirms the recognition of the singular importance of Indigenous law. In Call to Action 50, it specifically calls “upon the federal government in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.”</p> <p>With the JD/JID, UVic Law speaks directly to the TRC’s vision. The JD/JID program would, over the course of four years rather than the normal three years of the JD, through active collaboration with Indigenous communities including extensive experience in-community, provide training in both the Common Law (JD) and Indigenous legal orders (JID). Students would graduate from the program with all the content of a normal JD (therefore fulfilling the academic qualifications for practice in all Canadian jurisdictions except Quebec), together with skills necessary to access Indigenous law, reason with it, function within Indigenous institutions, build new institutions drawing upon Indigenous law, and work at the boundaries between Indigenous and non-Indigenous legal orders. It would be the only professional joint law degree program of its kind.</p> <p>UVic Law is exceptionally well placed to offer the JD/JID given our longstanding commitment to and international reputation in Indigenous law and Indigenous legal education. In addition to offering substantive courses in this emerging field, we have pursued the development of the JD/JID since the early 2000s and have successfully offered three Indigenous law pilot programs over the past nine years that attracted students from across Canada and beyond. In</p>	

addition, UVic Law designed, organized, and delivered two important initiatives that required working with Inuit legal traditions in Iqaluit, Nunavut: 1) the 2005 Akitsiraq law degree program and 2) the Introduction to Legal Studies Program in January 2012 and June 2013. UVic Law's Faculty unanimously approved in principle the first, provisional JD/JID program proposal in 2011.

UVic Law has an existing Canada Research Chair in Indigenous Law; Law Foundation Chair in Aboriginal Justice and Governance; Indigenous Law Research Unit (ILRU); LLM and PhD programs that have trained many of the next generation of researchers in this field in Canada and abroad; some of the earliest and best-developed support systems for Indigenous students in the country; a consequent record of success in training Indigenous LLB/JD students (now in excess of 200, many of whom exercise leadership roles throughout Canada); and (in collaboration with the Gustavson School of Business) the National Consortium for Indigenous Economic Development. We have an extensive record of national and international research leadership in Indigenous law; have played a leading role in responses to the TRC recommendations at Canadian law schools; have an established and extensive pattern of interdisciplinary collaboration with faculty in related disciplines at UVic, across Canada, and internationally; have built strong partnerships with Indigenous communities and organizations across BC, Canada, and internationally; and have played and are playing a significant role in policy development within Canadian governments and professional associations from coast-to-coast-to-coast. For the past several years, ILRU has conducted extensive Indigenous law research and has generated related materials and resources on which to base the development of a JD/JID curriculum. The JD/JID represents the culmination of UVic Law's academic vision, excellence, and deep experience in education and research designed to meet changing societal needs in Indigenous contexts.

Philosopher Charles Taylor recently stated that the western world is experiencing a crisis in democracy, and argued that at least three things have to be in place in order for a democracy to really be a democracy. First, citizens must have a sense that they can act together, and for this they have to trust each other and have an imagination in which they can see themselves acting together. Second, people need a repertoire of language, stories, and collective actions from which to draw in order to create social coherence. And finally, people need a social imaginary that allows for democratic conflict tempered by a sense of civility that limits violence. These insights speak directly to the importance of the JD/JID and our ongoing work with Indigenous legal traditions and Indigenous communities. All law, including Indigenous law, in its best form is about creating the conditions that support social coherence, strengthen citizenries and civility, and ensure effective public processes to manage conflict democratically. This vision forms the very heart of the JD/JID joint law degree program.

C. Aims, goals and/or objectives

Distinctive characteristics

The structure of the proposed program is set out in Appendix B. Here we describe its principal features and approaches.

The JD/JID will combine classroom learning and teaching with facilitated field-based experiential practice. All of the new courses, as developed, will be subject to the usual process of curriculum approval. The following features capture the core elements of the proposed program:

- The JD/JID program will be a four-year dual-degree program (one year more than the JD alone). In this respect, it resembles the McGill Program, which, over the course of four years, provides students with dual degrees in the Common Law and the Civil Law.
- Students would be trained in both the ordinary content of a Common Law degree (JD) and in North American Indigenous legal orders (JID).
- The program cannot provide comprehensive training in every North American legal order. Those responsible for the program recognize that Indigenous law is not homogenous and that any viable program has to take into account the diversity of Indigenous legal traditions. Thus, the program will work with a sampling of Indigenous legal orders chosen to address the three categories of North American Indigenous peoples (First Nations, Inuit, and Métis) and to provide an introduction to an array of different modes of Indigenous organization and institutional forms.
- Important elements of the program, especially some core first-year subjects, will be taught trans-systemically –

through intensive, mutually-illuminating comparison in courses that deal with Canadian law and one or more Indigenous traditions.

- One compulsory upper-year course, in Coast Salish Legal Studies and Language, will introduce the legal tradition of this territory, using legal categories drawn from that tradition and exploring how those categories are related to categories within Coast Salish languages.
- Upper-year courses, elective and compulsory, will be drawn from the Common-Law curriculum and newly-created specialized courses designed to complement the JD/JID.
- In addition to engagement with communities throughout the program (especially in Coast Salish Legal Studies and Language), students will devote two full terms in third and fourth year to study within Indigenous communities, in which students will benefit from instruction in Indigenous legal orders and experiential learning, under close academic organization and supervision, within a specific Indigenous legal tradition.
- The JD/JID program will be offered to special cohorts of 24 to 25 students annually, selected through a special admissions process.
- Although the JD/JID students will constitute a distinct cohort, the curriculum has been designed to foster interaction between the JD/JID students and UVic's straight JD students, thus enriching the experience of both.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

The following key objectives set out in UVic Law's 2014 Strategic Plan are relevant to the proposed JD/JID program:

1. Build a diverse and equitable community of faculty, staff and students.
 - Considerations of equity and diversity must be incorporated in recruitment, retention and admissions processes.
 - We must recruit and retain a diverse student, faculty and staff population.
3. Reinforce the experiential learning elements of our programs.
 - Explore and develop the potential for various forms of experiential learning through simulations, the incorporation of theatre and other performative practices, research in support of community initiatives, or terms founded on particular areas of practice.
4. Develop a focus on the policy process and on strategies, methods, and structures of state action in relation to society (including regulation and service provision) as a way of buttressing our public-law and business-law offerings.
 - UVic Law remains strong in areas of applied regulation as faculty and students explore the relationship between political deliberation and legal enactment, policy analysis and legal argumentation, scientific judgment and legal analysis, and economic structure and legal institutions, in a range of specific subject areas. We will seek ways of drawing lessons from these diverse areas together, to provide focused consideration of the range of strategies, methods and structures available to the state in achieving social ends, and the design and operation of programs in a manner consistent with values of legality, transparency, accessibility, inclusivity, and equity.
7. Continue to develop our engagement with Indigenous law, including the proposal for the joint program in the Common Law and Indigenous legal orders (JD/JID).
 - We will develop the Indigenous Law Clinic by the end of 2014-15, both for its own sake and as a contribution to the foundation for the JID.
 - We will work with the Gustavson School of Business to ensure the future of and reinvigorate the National Chair for Aboriginal Economic Development.
 - We will develop, consult upon, and (if desired) adopt a final, implementation-ready version of the JID proposal.
 - We will conduct a fundraising feasibility study for the JID and, if a plausible chance of success is indicated, commence fundraising.

The JD/JID reflects the following goals set out in the University of Victoria Strategic Plan:

- Increasing the number of graduating Indigenous students and building on the commitment to UVic's unique relationship with Indigenous peoples of Canada (#3)
- Ensuring the undergraduate programs are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices of teaching and learning (#12)

- Enhancing the quality of our students' classroom experience and ensuring that the strong research culture at UVic is brought into the classroom (#13)
- Supporting student experience by building a comprehensive and integrated student service environment focused on anticipating and meeting the needs of our increasingly diverse student body (#16)
- Increasing co-op, internship, and other experiential learning opportunities for UVic students (#18)
- Increasing opportunities for civic engagement in teaching and learning activities for all students (#19)
- Enhancing internationalization of UVic through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum, and experiential learning (#20)
- Nurturing UVic's culture of excellence in research, scholarship, and creative endeavors, and enhancing UVic's local, national, and international impact and reputation as a leading, innovative, research-intensive university (#21)
- Enhancing the societal benefit derived through mobilization of research knowledge and creative endeavours from across the disciplines (#23)
- Developing ways to support and advance civic engagement at UVic (#28)
- Engaging the community through programs and activities that meet the mandate of the university and the needs of the community (#29)
- Strengthening access to university programs, activities, facilities, and knowledge (#30)
- Developing effective relationships with the diverse constituencies that comprise our local, regional, national, and international communities (#31)

The JD/JID also is consistent with the University of Victoria Strategic Research Plan (2016-2021), in particular the "community engagement" dimension of Priority 3 expanding partnerships, innovation and entrepreneurship, which contemplates partnerships with Indigenous communities; and Priority 4 improving research competitiveness through differentiation and specialization. The Plan identifies Indigenous research as one of the eight areas of dynamic research capability at UVic. The JD/JID program will further strengthen the University's competitive edge in this regard.

Most importantly, the JD/JID is strongly aligned with University of Victoria's Indigenous Plan (2017-2022) and its overarching commitment to "integrat[ing] and honour[ing] Indigenous cultures, histories, beliefs and ways of knowing and being into our strategic planning, curriculum, teaching, research and operations." The Indigenous Plan conceptualizes its goals in terms of five cedar strands, drawing on BC First Peoples' traditional work with cedar to capture the interrelatedness of the goals. The JD/JID program would contribute to the first goal in the "Students" strand (to increase the number of Indigenous students at UVic), the second goal (to create a warm, welcoming, and respectful learning environment), and the fourth goal (to provide opportunities to recognize Indigenous students' identity). The JD/JID also responds to the first, third, fourth, and fifth goals in the "Faculty and Staff" strand (to increase the number of Indigenous staff and faculty at UVic, to support the research and scholarship of Indigenous faculty, and to support all faculty to develop greater knowledge of Indigenous history and culture). Above all, the proposed program advances both goals in the "Education" strand, namely to ensure the quality, sustainability and relevance of the university's Indigenous academic programs and to develop opportunities for UVic students to gain a better understanding of Indigenous peoples, history and culture, and the impact of colonization. The JD/JID would also contribute to the realization of the goals in the "Research" strand, in particular the establishment of principles and protocols for research with Indigenous participants; the identification, promotion and support of opportunities for undergraduate and graduate students to be involved in Indigenous research initiatives; and the promotion of internationalization of Indigenous research by enhancing relations with Indigenous communities around the world. Finally, the JD/JID would contribute to the achievement of goals in the "Governance" strand of the Plan, in particular the goal of "establishing one or more academic positions or units within existing Faculties to support indigenous academic programs..."

Target audience, student and labour market demand

Target audience. This program will be of unique interest to Indigenous students – certainly to those who currently enroll in Law, but also to those who decline to apply to Law because they have difficulty seeing how they might integrate their legal education with their own people's legal traditions. We also expect it to be of great interest to many non-Indigenous students. Already, many students are attracted to UVic Law because of its strength in

Indigenous law, and several of those students have expressed interest in this unique program.

It is anticipated that the proposed JD/JID will draw applicants chiefly from Canadian jurisdictions but, given its uniqueness, it may also (unusually for JD programs) attract significant enrolments from international applicants, especially from the United States and Commonwealth countries as a result of the relative ease of recognition of academic qualifications in Law among those countries, and the fact that several Indigenous legal traditions cross the US/Canada boundary.

Student demand. We have tested student demand through consultations with a) our existing students, Indigenous and non-Indigenous; b) prospective students through the recruiting sessions we regularly hold with Indigenous students' organizations, including in recent years at UVic, UBC, SFU, Calgary, Mount Royal University, and soon to be this year Grant MacEwan University and Vancouver Island University; c) students who have enrolled in our pilot projects; d) Indigenous communities and Indigenous peak organizations; and e) UVic Law's alumni, including its Indigenous alumni. In addition, as publicity about the proposed program has increased in the press, UVic Law's Admissions Office has begun to receive queries about the program. It is clear from all these sources that there is substantial potential demand.

There is also a core demand represented by the constituencies who currently enroll at UVic Law. Each year, UVic Law enrolls approximately 10 students who self-identify as Indigenous. We know from consultations with them that many of these students would have enrolled in the JD/JID had that option been available. It is equally clear that our existing Indigenous programs are popular with non-Indigenous students and that some of those students would have enrolled in the JD/JID. UVic Law has delivered pilot versions of the proposed JD/JID curriculum in three very well subscribed summer programs over the past nine years. Given the growing importance of Indigenous law to concerns of governance, economic development, natural resource extraction, and environmental sustainability, the demand for a legal education that engages with Indigenous legal traditions is likely to expand.

Labour market demand.

The proposed program will provide graduates with the professional degree required for the practice of law, an occupation (NOC 4112) that the BC *2025 Labour Market Outlook* places in the top 100 opportunity occupations in the Province over the next decade. The BC government provides the list in order to give direction to the postsecondary sector "when incrementally realigning its resources to labour market demand." The listed occupations are ones that the BC government has identified will have "relatively better prospects for job-seekers than others." The prioritizing of these occupations is directly linked to BC's *Skills for Jobs Blueprint*. Moreover, the latter Report, in its discussion of growth in the provincial resource development sector, identifies the need to work in partnership with Aboriginal peoples as a priority and is committed to ensuring that "Aboriginal students have access to high quality educational opportunities enabling them to take advantage of skills training and economic opportunities in their communities throughout B.C." The JD/JID degree is positioned to provide such training and to provide both Indigenous and non-Indigenous graduates with the background and credentials that will enable them to take advantage of the projected opportunities in the *2025 Labour Market Outlook*.

Consultations with potential employers make clear that the graduates of this program would be in very great demand, notably in 1) Indigenous governance; 2) non-Indigenous governments; 3) law firms whose areas of activity engage Indigenous peoples and Indigenous lands; and 4) business enterprises that have significant engagement with resource development and Indigenous peoples.

Include plans for student recruitment, retention, and success

Student recruitment. The budget prepared for the JD/JID program contemplates resources sufficient to support recruitment efforts targeting the core Indigenous constituency of the JD/JID – this is in addition to our existing recruitment efforts aimed at Indigenous students through Indigenous student organizations at post-secondary institutions. We also expect that, in the initial stages, the publicity surrounding such an unprecedented program will produce many inquiries.

The truly pan-Canadian activities of the Indigenous Law Research Unit, UVic Law's reputation in northern Canada as a result of longstanding co-op placements and the Akitsiraq program, the personal reputations of John Borrows in the Anishinabek world and well beyond, and Val Napoleon among the Cree and Gitksan peoples and well beyond, the

declared support of peak Indigenous organizations, and the presence of UVic Law alumni coast-to-coast-to-coast provide strong foundations for national recruitment efforts.

UVic Law also has a strong local base for student recruitment. It has well-developed connections to Vancouver Island First Peoples, coastal and northern British Columbia, and the BC Interior. UVic as a whole has 1262 Indigenous students who are part of a potential pool of applicants.

Student retention and success. Student retention will be addressed in collaboration with and through an expansion of UVic Law's pathbreaking Amicus program which actively engages, advises, and supports students throughout law school. Amicus comprises four overlapping components: academic success, Indigenous cultural support, personal support, and accommodation. These components are managed in conjunction with each other to maximize student success in law school. The program works to recognize the multifaceted needs of students in an integrated, proactive fashion throughout the academic year. Workshops aimed at developing study skills such as time management and exam writing are provided alongside sessions relating to stress management. The program hires upper year students to provide tutoring, mentoring and advising services. Amicus also facilitates cultural events and initiatives focused on wellness throughout the year.

Financial support. Student recruitment and success will be greatly aided by ensuring that students have sufficient resources to sustain themselves while enrolled in the JD/JID program. Student financial aid is particularly important for Indigenous students who often have minimal financial resources and who are often mature students with familial commitments. Furthermore, Indigenous students are often from remote communities where the expenses of moving to Victoria and returning home for visits are usually substantial. UVic Law already has a highly developed student financial aid system in place – the most generous, we believe, of any law school in the country. The budget prepared for the JD/JID program includes funds to extend this current system. In addition, UVic Law will work with foundations and other donors to set up and administer scholarships for students applying to the JD/JID program. Our experience with the 2005 Akitsiraq program and our ongoing discussions with potential funders indicate significant interest in establishing such scholarships from various benefactors and sources.

Student Post-Graduation Success. The JD/JID program will ensure that students have a range of articling and employment options. UVic Law's existing Careers Office will facilitate this portion of the program by working closely with the JD/JID Assistant Director. A new part-time law careers officer, qualified to support the JD/JID graduates' specialized career paths, will be hired to meet these increased demands on the Office. The JD/JID careers officer will liaise with potential employers, provide one-on-one assistance, connect with alumni, and coordinate career development events.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

JD/JID students will apply to and be admitted through UVic Law's existing admissions office. We will revise the current application process so students can indicate that they are applying to the JD/JID program. The JD/JID program will have an Indigenous category (with robust testing of connection to an Indigenous community), a special access category, and a regular category, as is the case in all UVic Law admissions. We expect, however, that the extent of holistic evaluation of applications (which takes into account the full range of students' experience, not merely their marks on the LSAT and in their prior studies) will be more pronounced in the JD/JID than it is in the straight JD program (where it is only conducted for students falling in a band around what would be the cut-off if numerical scores alone were considered). Once admitted, students would not be permitted to transfer from the JD program into the JD/JID program because of the fundamental importance of the first-year trans-systemic courses to the structure of the JD/JID program. They would, however, be able to transfer out according to credit equivalence rules developed for specific JID offerings.

With respect to transfers to and from other law programs in the BC system, the same rules would apply. JD/JID students would have the same opportunities to transfer out as the students in the JD stream. Students in JD programs at other institutions would not be able to transfer into the JD/JID program. However, like our own JD students, they would be able to access the upper year core and elective courses in the JD/JID curriculum if they transferred into our JD stream.

E. Areas of specialization and evidence of adequate faculty complement (Include short faculty CV information in an appendix)

UVic Law already has an exceptional faculty nucleus for the JD/JID program. Three UVic Law faculty members are Indigenous with close ongoing ties to their communities. Two of them hold chairs: the Canada Research Chair on Indigenous Law, and the Law Foundation Chair in Aboriginal Justice and Governance. Our third Indigenous faculty member has recently served as UVic Law's Associate Dean, Academic and Student Relations, and was a pioneer in creating support structures for Indigenous students. Several non-Indigenous members of the Faculty of Law also research and/or teach on Indigenous legal questions in areas such as legal history, constitutional law, family law, international law, criminal law, environmental law, intellectual property, and legal theory, including feminist legal theory. Three members of Faculty working in the field are Trudeau Fellows. Several of our current faculty members were instructors in the Akitsiraq program, in the 2012-13 Legal Studies program in Iqaluit, and in three summer pilot programs at UVic Law on Indigenous legal orders. In addition, UVic Law has close links to Indigenous legal scholars across Canada and internationally, several of whom have been visiting faculty. UVic Law can also draw upon its strong collaborative relationships with Indigenous scholars in related disciplines; on the Director of the National Consortium on Indigenous Economic Development, the Haida leader Miles Richardson; and on many members of the local profession and local First Nations as further sources of teaching and supervision.

Nevertheless, the budget for the program also contemplates a substantial increase in the number of faculty – six positions in all – in order to support the substantial increase in the student load (this increase in faculty amounts to a 20 percent increase in faculty complement to service an increase in student load of approximately 25 percent). It is foreseen that not all of these positions will be specialists in Indigenous law, given that the increased student load will also require additional teaching capacity in high-enrolment upper-year JD courses. There are nevertheless increasing numbers of specialists in Indigenous law graduating from Law graduate programs each year. Six graduates or soon-to-be graduates of our own JD, LLM, and PhD programs, whose research focuses on specific Indigenous legal traditions, now hold tenure-stream appointments in Canadian universities, and three more hold permanent appointments at universities in New Zealand/Aotearoa and Thailand. This does not include other extraordinarily talented scholars still pursuing their programs at UVic or enrolled in programs at other universities.

The budget for the program also contains a substantial provision to compensate community members for their contributions both to the field schools and to courses delivered at UVic Law. These contributions are expected to be very significant.

Faculty short cvs are contained in Appendix A.

F. Curriculum design

Schedule of course delivery

- **Identify the prescribed set of core and prerequisite courses. Course descriptions included in the FPP should be of the level of detail found in the academic calendar.**
- **Identify which courses already exist at UVic and which new courses will be implemented as a result of the JD/JID program.**

The joint JD/JID program requires that students complete a total of at least 59 units (15 more than the straight JD program), apportioned as follows.

The 1st year is comprised of five required courses totaling 14.5-15.5 units. All but one of those courses are new and will draw on both Common Law and Indigenous legal traditions. The fifth course is part of the existing JD first year curriculum and, in its current form, is able to expand to incorporate Indigenous legal content alongside its common law content.

The 2nd year is comprised of three required courses (7-8 units). These three courses are new. The balance of the 2nd year course load requirement (14.5-16.5 units in total) will be fulfilled by existing electives, newly created electives, or required courses drawn from the JD upper year curriculum.

In each of their 3rd and 4th years, students will be required to take a one-term full-time Indigenous Law Field Study (7.5 units each). In the 3rd and 4th years of the program, JD/JID students will also take courses drawn from the elective and required courses offered in the JD program, or newly-created electives, in order to meet the annual course load requirement (14.5-16.5 units).

Like their JD counterparts, all JD/JID students will be required, over the course of their program, to fulfill the Major Paper requirement (0.0 units) and to take Legal Ethics and Professional Responsibility (1.5 units), Administrative Law Process (2.0 units), and Business Associations (2.0 units). These courses already exist in the JD curriculum. However, we expect that sections of two of these upper-year required courses, Administrative Law Process and Business Associations, will be offered from time to time in a new version, that is with enhanced credit value (2.5-3.0 units) to incorporate content drawing on Indigenous legal traditions. We also anticipate that as the new faculty members come on stream, new upper-year electives will be created that draw upon the faculty members' special expertise in Indigenous law. These courses would be available to students in both the JD/JID and straight JD programs.

Please see Appendix B for an outline of the core content of the proposed JD/JID curriculum.

UVic Law's Indigenous Law Research Unit (ILRU), under the direction of the Law Foundation Chair in Aboriginal Justice and Governance, has conducted extensive Indigenous law research and has generated resources on which to draw for the JD/JID curriculum.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Except for the Field Studies, we anticipate that the required and elective courses that are components of the JD/JID program will generally be delivered on site at UVic Law using both conventional and Indigenous pedagogical approaches (although we do not exclude the possibility of some courses incorporating significant off-site elements).

The two required Field Studies offered in the 3rd and 4th years of the program will comprise a range of experiential learning opportunities involving placements in community or institutional settings nationally and, in some instances, internationally. Student work will be closely guided and supervised by UVic Law faculty on site, as well as by community leaders, lawyers and community members knowledgeable in their people's law. Delivery methods will be tailored in consultation with host communities and organizations to reflect relevant approaches and traditions. The emphasis will be on students' engagement with that people's modes of knowledge development, transmission, verification, and deliberation, together with the institutions through which law is developed and applied. It will blend knowledge of Indigenous law and legal institutions with practice-based skills and experiential learning.

Linkages between the learning outcomes and the curriculum design

Note that the following description of learning outcomes and curriculum design focuses on the required courses of the JD/JID program. The program will then be completed by upper-level electives drawn from the JD curriculum and from new electives created over the course of the JD/JID program.

First Year Required Curriculum (14.5 – 15.5 units)

Skills. Learning outcomes include the following problem-solving, research, and oral and written communication skills: identify legal issues; use techniques of legal reasoning and argument, such as case analysis and statutory interpretation and customary law identification, to analyse legal issues in writing and orally; apply the law to the facts; identify and evaluate the appropriateness of alternatives for resolution of the issue or dispute; identify and negotiate differences within and among legal traditions; conduct research drawing on Common Law and Indigenous legal sources; and write and orally present legal analysis in formats appropriate to Common Law and Indigenous legal traditions.

The design of the 1st year curriculum hones skills in working across multiple traditions by, in general, teaching JD/JID courses in a manner that draws on Common Law and a sample of Indigenous legal traditions in an integrated fashion. The Legal Process, Research, and Writing course provides an introduction to the tool kit of legal research, oral and written presentation skills, legal analysis, argumentation, interpretation, law/custom identification and conflict resolution. The course does so by drawing on both Common Law and Indigenous legal methods and traditions. These skills are solidified in the teaching approaches and content of the other four substantive courses.

Knowledge. Learning outcomes include the following knowledge objectives: recognize, define and analyze the basic constitutional structures of Canadian and a sample of Indigenous legal orders; the ordering of relations to territory, land, economies, and property in certain Indigenous legal and Common Law traditions; the policy and legislative frameworks within which law making processes unfold in both Common Law and certain Indigenous legal systems; and the substantive and procedural aspects of approaches to criminal justice, harms, injuries, safety, and sanctions in Common Law and certain Indigenous legal orders.

The design of the first year curriculum achieves these knowledge objectives in the Constitutional Law, Property Law, Law Legislation and Policy, and Criminal Law courses.

Methodology. Learning outcomes include the ethical and professional responsibility objectives that pertain to working with Indigenous knowledge systems. In particular, students will engage with Indigenous knowledge systems in a manner that respects ownership of knowledge and protocols regarding access to and use of knowledge.

This learning outcome is one that is introduced and engaged with directly in the Legal Process, Research, and Writing course and is also applied in the context of the other four substantive courses.

Second Year Required Curriculum

Skills. Learning outcomes include continuing to build upon and enhance the problem solving, research, analytic, and communication skills acquired in the first year.

The design of the 2nd year curriculum includes a required (2.0 units) course in Coast Salish Legal Studies and Language in which selected aspects of Coast Salish legal processes and traditions will be explored using Coast Salish legal categories as the point of departure, with an emphasis on the relation between linguistic practices and legal ordering. Students will communicate, problem-solve, and work across multiple traditions in the context of instruction in the legal processes and linguistic practices of the Indigenous communities on whose territories UVic is located and from neighbouring territories, building on the skills introduced in the 1st year curriculum.

Knowledge. Learning outcomes include the following knowledge objectives: recognize, analyze and evaluate the relation between language and legal ordering in the context of selected topics drawn from Coast Salish legal traditions; recognize, define, and analyze core elements of the legal ordering of Torts/Involuntary Obligations and Contracts/ Voluntary Obligations within Common Law and selected Indigenous legal traditions.

Methodology. Learning outcomes include the ethical and professional responsibility objectives introduced in the 1st year pertaining to working with Indigenous knowledge systems. As well, students will recognize, respond to, and interact with broader community norms, practices, and institutions in a respectful manner.

The 2nd year curriculum will directly engage in a “hands on” manner with the ethical dimensions of working with Indigenous knowledge systems in Coast Salish Legal Studies and Language. Such considerations will also frame the learning that occurs in Torts/Involuntary Obligations and Contracts/Voluntary Obligations. As well, Coast Salish Legal Studies and Language will provide students with an opportunity to learn to engage effectively and respectfully with the broader norms, practices, and institutions of specific communities.

Third and Fourth Year Required Curriculum

Skills. Learning outcomes include applying the problem solving, research, analytic, and communication skills introduced in the 1st year and strengthened, in the applied context of local communities, in 2nd year. In addition, students will enhance and extend those skills by performing basic Indigenous practice-based skills including: the practice of reciprocity and gift-giving; citation of precedents and transparency; preparation and presentation of an Indigenous legal text; development and application of legal analyses related to a community’s legal tradition; and the negotiation and development of by-laws, statutes, and legal institutions.

JD/JID students will complete a one term (7.5 units) Field Study in each of their third and fourth years. The Field Studies will provide community based learning experiences in which students can develop, extend, and apply the relevant skills.

Knowledge. Learning outcomes include recognizing, analyzing, and assessing legal traditions, practices, and institutions of particular Indigenous communities.

Methodology. Learning outcomes include further development and application of the ethical precepts pertaining to engagement with Indigenous knowledge systems introduced in the 1st year and solidified in the 2nd year. As well, learning outcomes include further development and application of methods and approaches to community engagement introduced in the 2nd year.

Additional Required Upper Year Courses (2nd, 3rd, or 4th years)

Skills. Skills include writing a paper that engages in research involving Common Law or Indigenous legal sources; analyzes and evaluates an issue, practice, theme, or institution pertaining to Common Law or Indigenous legal traditions; and uses appropriate citations, formats, and linguistic conventions. This will occur through the vehicle of the Major Paper requirement (0.0 units), currently required within the JD program. This requirement is generally fulfilled in the context of another seminar or course.

Knowledge. Learning outcomes include recognizing, analyzing, and evaluating administrative legal processes; and recognizing, analyzing and evaluating various legal forms for carrying on business and trade, with an emphasis on the modern corporation. Learning outcomes also include recognizing, analyzing, and evaluating legal issues that pertain

to a student's specific interests.

In their upper years, JD/JID students, along with their JD counterparts and as stipulated by the Federation of Law Societies of Canada, must take a course in Administrative Law and in Business Associations (2.0 – 3.0 units each). These two courses are part of the current JD curriculum. Where resources permit, they will be delivered with Indigenous legal content and taught in a comparative manner. In their upper years, JD/JID students will also have access to the existing JD upper-year elective courses and to newly created JD/JID electives, in order to pursue their interests in particular areas of law and legal practice. See the J.D. upper year curriculum (300 level courses) at <http://web.uvic.ca/calendar2016-09/CDs/LAW/CTs.html>.

Methodology. Learning outcomes include recognizing, analyzing and evaluating ethical requirements for the practice of law and principles of ethics and professionalism.

JD/JID students, along with their JD counterparts and as stipulated by the Federation of Law Societies of Canada, are required to take a course in Legal Ethics and Professional Responsibility (1.5 units). It is part of the current JD curriculum. Its existing course description is broad enough to include some instruction in the issues of ethics and professionalism that pertain to working with Indigenous communities. However, as explained above, JD/JID students will be exposed to those issues and themes in the context of the core JD/JID requirements, in particular the Field Studies.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- **Describe use and purpose of practica, Co-op, work terms, or other forms of experiential learning**

This is covered in the description of the Field Studies noted above.

- **Where work experience or field placements are a component of the JD/JID degree, describe the unit's plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements.**

Two one-term Field Studies in the third and fourth year are at the heart of the program. Currently, UVic Law has developed plans to offer three Field Study courses on the "field school" model. The first, Laws of the Salish Sea and Vancouver Island, will place students in Coast Salish, Nuuchahnulth, Kwakwaka'wakw, or other communities from the Salish Sea/Vancouver Island region, or with lawyers working with these communities. The second, Law in the Anishinabek World, will examine legal reasoning and the development of legal institutions in Anishinabek traditions, especially comparing institutional development in Ontario and in the Great Lakes states. The third, Laws of Northwest British Columbia, will place students in Gitksan, Tsimshian, Nisga'a or other communities in Northwestern B.C. or with lawyers working with these communities. Students will also be able to develop alternative placements on an individual or group basis with the consent and support of the JD/JID Director and a faculty supervisor.

- **Where applicable, describe the anticipated outcomes of the work experience or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.**

Please see entry above regarding learning outcomes and curriculum design. With respect to evaluation, each Field Study will have a faculty supervisor who will work with members of the community or organization in which the student is placed. Students will be evaluated based on a number of applied tasks involving basic Indigenous legal practice-based skills and oral presentations and written assignments, including reports, research papers, policy documents, reflective essays, or legislative drafting exercises.

- **Opportunities for civic engagement**

The specific focus of the Field Study placements will centrally reflect community objectives and needs, for example, with respect to institution building, legal research, organization and synthesis of legal materials, legal frameworks and agreements pertaining to economic development, dispute resolution, negotiation of intergovernmental agreements, social justice concerns, and legal frameworks for the delivery of social and

other services.

Residency requirements and anticipated times to completion

The JD/JID is a four year program (eight terms). It will normally require students to attend courses on site at UVic Law for six of those terms. There are two off-site Field Study placements comprised of one term each.

Policies on student evaluation, candidacy exams, and oral examinations

There are no candidacy or required oral examinations in the JD/JID program. Students in the JD/JID will be subject to the same policies on student evaluation as students in the JD stream. See UVic Law's academic regulations on grading, supplemental and special examinations, credit for courses outside the Faculty, repetition of a year, part time students, and regulation concerning conduct and competence in clinical programs at

<http://web.uvic.ca/calendar2016-09/undergrad/law/regulations.html#1039646>. See also UVic Law's policy on Academic Integrity at

<http://www.uvic.ca/law/assets/docs/studentandacademicmatterspagedocs/academicintegrity.pdf>.

Plans for integration of teaching and research

Advance work on producing the JD/JID curriculum and supporting materials has already generated a structure for the integration of teaching and research at UVic Law. At the core of the enterprise is a commitment to intensive community engagement. This has informed the Akitsiraq program and the summer pilot programs on Indigenous Law, key antecedents for the JD/JID program. Indigenous legal knowledge is and will continue to be held within Indigenous communities, especially given the non-state nature of Indigenous societies. Community engagement is demanded by the fact that Indigenous legal knowledge is maintained and transmitted by a number of families, clans, office-holders, elders, and knowledge-keepers in each society; by the role of community institutions (ceremonies, family councils, negotiation and mediation) in testing and interpreting legal principles; and by the complex interaction between traditional institutions and the elective institutions of band, municipal, treaty-beneficiary, and territorial government.

Students in the program must therefore work with communities in depth. Course materials, classroom teaching, and research collections must accurately reflect communities' ways of working with law. Moreover, the program is designed to provide immediate, continuing support for communities' efforts to draw upon their own legal traditions. Hence the prevalence, throughout the program's design, of community involvement.

The work of UVic Law's Indigenous Law Research Unit (ILRU) provides a sturdy framework for ongoing community engagement in the research and teaching activities that support the JD/JID curriculum. ILRU already has a distinguished record of community-engaged research on Indigenous Law. It builds upon a long history of contributions by scholars and graduate students associated with the program, and upon the national and international networks of those scholars and students. It took its present form as a result of a major project in which ILRU collaborated with the Truth and Reconciliation Commission of Canada and the Indigenous Bar Association, funded by the Ontario Law Foundation, which had a significant impact on the TRC's recommendations, especially Recommendation 50.

In this work, the ILRU developed methodologies for community engagement that involve a) the identification of areas of interest by the communities themselves; b) careful training of researchers (generally Indigenous student researchers) in how to approach Indigenous legal knowledge; c) the systematic examination of published accounts of stories and other sources from the peoples that address the peoples' areas of interest ; d) workshopping the results of that research with the communities in order to supplement and correct published accounts and stimulate reflection on how the legal tradition might be deployed today; e) the preparation of detailed reports back to the communities, which are checked with the communities and may only be disseminated with the communities' permission. ILRU has engaged in a remarkable array of forms of communication, including workshops, conferences, formal reports, graphic novels, videos, posters, and academic publications, addressing a wide variety of constituencies.

Moreover, we expect that the modes of research will continue to expand and diversify. Any program that seeks to address Indigenous legal orders with the seriousness and rigour that universities bring to non-Indigenous law must allow for a range of approaches and methodologies. That is this program's aim. ILRU will serve as the privileged vehicle for the

ongoing expansion of community-engaged teaching and research associated with the program. Its activities, with communities, in researching and workshopping the communities' law will directly support the communities' own developments in that field. The relationships that it establishes will provide a natural framework for the program's Field Studies and other teaching. Its materials will, with the communities' permission, serve as course materials for the JD/JID. And its research contributions will lead the research efforts of those associated with the program.

Describe any plans to develop international or Indigenous opportunities or perspectives

Indigenous opportunities and perspectives are, of course, at the heart of the proposed new Joint JD/JID program and are fully elaborated throughout this proposal.

International perspectives are also anticipated to form an important dimension of the program. Certain elements of international law bearing upon Indigenous rights – such as the United Nations Declaration on the Rights of Indigenous Peoples – will be introduced in the required courses of the program. Certain elements of experience in other countries will also be introduced through required courses, such as the different institutions developed to deal with Coast Salish law, or Anishinabek law, or the different status of Métis individuals, on either side of the US/Canada border, or the various expressions of Inuit law in circumpolar regions. Moreover, faculty members associated with the program will doubtless have knowledge of the comparative experience of other Indigenous peoples internationally – that is certainly true of Professors Borrows and Napoleon – and this experience will be drawn upon from time to time in required courses taught by those faculty members.

In addition to these required elements, we anticipate that the elective curriculum will include international opportunities and perspectives. There are important international and comparative components of the existing upper-year electives of the JD curriculum, from which JD/JID students will be selecting courses. We have already mentioned the possibility of the Field Study vehicle being used for international placements. We also anticipate that there will be new courses taught from time to time on the treatment of Indigenous peoples at international law and the comparative law of Indigenous peoples of other lands. Indeed, as part of our fundraising for the program, we are currently vigorously pursuing two possibilities: a) the creation of a visiting chair in international and comparative Indigenous law, which could bring leading scholars knowledgeable in Indigenous legal traditions to UVic for a period of one term or one year; and b) a proposal for securing a Canada Excellence Research Chair in Indigenous Law, Governance, and Economies, which could be used to recruit a leading international scholar to UVic.

We also anticipate that international students will be drawn to UVic Law because of UVic Law's strengths in this area, the unprecedented nature of this program, and the vibrant community that will be generated around this program. Their presence will diversify and enrich the community. We expect that they will come to UVic Law within three structures:

1. A few students from jurisdictions with legal systems closely related to Canada's or from Indigenous peoples that cross the US/Canada border will apply for the full JD/JID program.
2. Most international students will not be in a position to commit four full years to the study of the JD/JID, however. We therefore intend to create, as new faculty members specializing in Indigenous Law join UVic Law, a coursework masters program to accommodate this demand and the anticipated demand from students who already possess JD degrees.
3. UVic Law's existing research higher degrees already attract Indigenous and non-Indigenous scholars from outside Canada who are interested in drawing on UVic Law's depth and expertise in Indigenous legal traditions. We expect that this demand will grow substantially alongside the growth of our supervisory capacity in the area. Indeed, three graduates of our PhD program who specialize in Indigenous/national minority issues have been appointed to teaching positions in Thailand and New Zealand/Aotearoa. One of them is the first Maori legal scholar in New Zealand to hold the rank of Professor. These scholars are important ambassadors for the program as well as potential contributors in the form of facilitating international Field Study placements.

Finally, this program will also support a very substantial expansion of our research capacity in this field. The research of our faculty and graduate students will clearly have a marked international dimension, and the vibrancy of the expanded community at UVic Law will increase our already numerous international visitors in the field.

G. Enrolment plan for the length of the JD/JID degree(Include a table of anticipated annual intake and graduates including those in any existing programs)

Our priority enrolment plan is to admit approximately 24 students per year. Once the steady state is reached in Year 4, the JD/JID will have a student complement of approximately 96 students at any one time, with approximately 24 graduating each year. We may increase the cohort number after the first year in response to demand and resources.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2026/27
1 st Cohort	24	24	24	24				
2 nd Cohort		24	24	24	24			
3 rd Cohort			24	24	24	24		
4 th Cohort				24	24	24	24	
TOTAL	24	48	72	96	96	96	96	96

H. Consultation with the University Librarian

Prior to the Law Faculty approval in principle of the proposed JD/JID program in 2011, consultations occurred with Professor Neil Campbell, Associate University Librarian, who at the time was also Head of the Law Library. Professor Kim Nayyer, currently Associate University Librarian and Head of the Law Library, has also been a part of ongoing discussions of the program at UVic Law and with Jonathan Bengston, University Librarian.

I. Related programs in your own or other British Columbia post-secondary institutions

There are no programs in BC, or elsewhere, that duplicate the design, content, and objectives of the JD/JID. There are a number of programs that are related and will complement the focus and work of the JD/JID. Most notably, the University of Victoria's leadership in Indigenous education will enable this program to thrive by drawing upon and reinforcing strengths in Indigenous education, language revitalization, fine arts, governance, political science, public administration, community development, health, business, social work, and youth and child development. As a professional degree the Program will provide added strength to these initiatives.

The Allard School of Law at the University of British Columbia has an Indigenous Legal Studies Program (ILSP) aimed at enhancement of Aboriginal involvement in the legal profession by providing legal education relating to Aboriginal issues and supporting the legal education of Aboriginal students. While the Program has much strength in student recruitment, research and curricular innovation, the ILSP does not teach Indigenous law in the systematic, integrated, trans-systemic way contemplated here. Both UBC's Allard Law School and Thompson Rivers University Law Faculty have Indigenous Law scholars on their faculties whose work will and has already contributed to the research foundation on which the JD/JID is built.

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

See Appendix D.

APPENDIX B

JD/JID CURRICULUM

What follows is an overview of the core elements of the curriculum for the proposed joint JID/JD degree. First, a couple of explanatory notes are in order.

1. Variable Units

Most of the core JD/JID courses are listed with variable unit value. Normally those courses will be offered at their full unit value. The purpose of the variable unit value is to provide UVic Law with flexibility to deal with the implementation phase of the program and with unexpected staffing shortages. This flexibility will be most valuable in the first years of the program, when faculty members are being hired and then developing courses in forms that are unprecedented. The variable unit value permits the course to be offered in three versions: first at the lowest unit value, in a manner that would essentially amount to our existing JD courses, perhaps with modest Indigenous law content; second with a half unit of additional Indigenous law instruction added; and third in a version that fully integrates common law and Indigenous legal materials throughout the course and is offered at the highest unit value. This would allow the Law Faculty to draw on a wider number of instructors to teach courses, even in some cases streaming JD/JID students into existing JD sections of the course, while those who have expertise in Indigenous legal systems would provide the added-on Indigenous law supplement.

Note, however, that the aim is to move to full trans-systemic teaching of all the variable-unit courses, and that the minimum unit requirements for JD/JID-specific courses in each year require that most courses be taught trans-systemically. Generally, only one course in each year can be taught with reduced unit value. The variable units are applied to all the JD/JID courses simply in order to allow flexibility as to which course is taught with reduced value.

2. Avoidance of “Two Solitudes”

In UVic Law’s discussions of the proposed program, participants emphasized the need to avoid entrenching a separation between students in the JD stream and the JD/JID stream. JD/JID students will interact with JD students in their 2nd, 3rd, and 4th years when taking electives and upper year requirements, but it was felt that the design of the 1st year curriculum should also build in opportunities for shared academic experiences. This is done in two places. First, JD/JID students will take the same Law Legislation and Policy course (LLP) as JD students. The current LLP calendar description allows for inclusion of Indigenous legislative materials and some sections of the course already do this. Second, students from the two streams will overlap in Legal Process, the Law Faculty’s distinctive orientation course. Legal Process occurs in the first two weeks of term and places students in small groups, each instructed by a team of two or three faculty. The course provides a general introduction to law school and an immersion in Common Law practices, reasoning,

traditions, and values. The course also has been highly successful in building a strong sense of community, supporting social bonds and relationships, and providing students with an opportunity to get to know a diverse range of faculty. This experience will remain common for both JD and JD/JID students. JD/JID students will then continue in a JD/JID-specific dimension of Legal Process focusing on Indigenous legal traditions and methodologies, as well as Common Law and Indigenous skills in legal research and writing.

OVERVIEW OF CURRICULUM

The JD/JID program requires that students complete a total of at least 59 units (15 more than the straight JD program) made up of the following required and elective courses.

First Year JD/JID Required Courses

Constitutional Law	3.0 – 4.0 units
Criminal Law	2.5 - 3.5 units
Property Law	2.5 - 3.5 units
Legal Process, Research and Writing	3.0 units
Law, Legislation and Policy	1.5 units (JD Program)

Total: 14.5 - 15.5 units (Note that 14.5 minimum means that in any given year, only one of the variable-unit courses can be offered in the lesser-unit version. Normally both will be offered at the full unit value.)

Second Year JD/JID Required Courses

Contracts/Voluntary Obligations	2.0 - 3.0 units
Torts/Involuntary Obligations	2.0 - 3.0 units
Coast Salish Legal Studies and Language	2.0 units

Total: 7-8 units (Note that 7 unit minimum requires a fully enhanced JD/JID version of either Contracts or Torts to be taught or a partially enhanced (2.5) version of both.)

Third and Fourth Year JD/JID Required Courses

Indigenous Field Study I	7.5 units
Indigenous Field Study II	7.5 units

Upper Year JD/JID Required Courses (to be completed in the Second, Third, or Fourth year of the Program)

Administrative Law	2.0 - 3.0 units
Business Associations	2.0 - 3.0 units

Legal Ethics and Professional Responsibility

1.5 units (JD Program)

Major Paper Requirement

0.0 units (JD Program)

JD/JID ELECTIVE COURSES

JD/JID students, like their JD counterparts, normally will be required to take between 14.5 and 16.5 units per academic year, or between 7 and 8.5 units per term. In addition to their JD/JID required courses, students will take courses drawn from the JD upper year curriculum and newly-created electives designed to draw on the program's combination of Indigenous and non-Indigenous law.



McGill

**Office of the Dean
Faculty of Law**

Chancellor Day Hall
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Montreal, Quebec, Canada H3A 1W9
January 23, 2017

**Cabinet du doyen
Faculté de droit**

Pavillon Chancellor Day
3644, rue Peel
Montréal (Québec) Canada H3A 1W9

Tel. : 514-398-6604
Fax: 514-398-4659

To Whom It May Concern:

I am writing in strong support of the creation of the visionary JD/JID joint program and Indigenous Legal Lodge at the University of Victoria. I intend this letter to assist the University of Victoria's efforts to secure approval of the academic program, funding from government sources, and funding from private foundations, corporations, and individuals.

The proposal sensibly draws on prior initiatives at UVic engaging with Indigenous legal orders. UVic's Professor John Borrows and Professor Val Napoleon have long exercised significant leadership in advancing our understanding of Indigenous law in institutions from coast to coast to coast. In September 2016, Professor Borrows visited my law faculty with Professor Rebecca Johnson, conducting a couple of workshops with colleagues and participating in a reconciliation ceremony for the entire law community. In January 2017, my law faculty benefited from Professor Napoleon's expertise and intellectual generosity during the course of our new, week-long intensive course on Indigenous legal traditions. I intend to draw on work produced by Professor Napoleon's Indigenous Law Research Unit when next modifying my Family Law course (notably the toolkit on gender).

If the proposal builds on existing work, it also represents a significant, inspiring, and gutsy stretch forwards – one worth supporting. The initiative is important for a number of reasons. One is the rapidly growing demand for legal professionals versed in Indigenous legal traditions. Specifically, building jurists' capacity the initiative proposes is essential for institutions in the private and public sector – from multinational corporations to legislatures, the judiciary, and the public service – to be able to engage respectfully and informedly with Indigenous legal orders. Another is the political imperative of responding meaningfully to the final report of the Truth and Reconciliation Commission (TRC). In particular, the imaginative proposal for an Indigenous Legal Lodge responds directly to the TRC's Call to Action #50.

The initiative is timely – although we might wish that something like this had been in place long ago – and it stands to have significant impact in the province, nationally, and internationally. If you are reading this letter, you have the opportunity to support a program that will earn attention and stimulate dialogue and experimentation around the world.

From my place at McGill, I am honoured to see that UVic's proposal acknowledges a debt to the integrated double-degree program in common law and civil law which we have been running since 1999. UVic's ongoing dialogue with colleagues at McGill and their willingness to learn from our experiences as they strike out on the uncharted territory of an integrated program involving Indigenous law is reassuring.

Feel free to contact me should you wish to discuss my support of the proposal or my sense, as an external viewer, of its promise.

Yours truly,

Original signed by Robert Leckey

Robert Leckey
Dean and Samuel Gale Professor of Law



March 10, 2017

To Whom it May Concern:

Re: JID/JD Joint Program & Indigenous Legal Lodge

Office of the Dean

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T 416 736 5199
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I am very pleased to offer my enthusiastic support for the University of Victoria's JID/JD Joint Program and Indigenous Legal Lodge. The JID/JD Joint Program and Indigenous Legal Lodge point the way forward both for Canadian legal education and Reconciliation more broadly.

At Osgoode Hall Law School, we have been following the development of these initiatives with interest and anticipation. University of Victoria Professors Val Napoleon and John Borrows have visited Osgoode often over the past few years for a variety of collaborative initiatives. Professor Borrows also has played a key role in Osgoode's launch of an Anishnaabe Law Camp with his home community, the Chippewas of Nawash, in Neyaashiinigmiing (Cape Croker, Ontario), in addition to analogous programs at the University of Toronto and the University of Windsor's Law Faculties. The University of Victoria's Indigenous Law Research Unit already provides invaluable resources for Osgoode's community as well as legal scholars and lawyers across the country (and beyond).

Based on discussions at the Canadian Council of Law Deans, it is clear that many Law Schools in Canada are pursuing Indigenous initiatives, whether as a response to the Call to Action of the Truth and Reconciliation Commission (TRC), or to contribute to Reconciliation and the "decolonizing" of legal education. In this sense, the JID/JD Joint Program and Indigenous Legal Lodge have the potential to knit together these various efforts, and provide much needed vision and leadership on how the sum of these efforts may be more significant and more transformative than the various parts.

I already have initiated discussions with Dean Jeremy Webber on the potential for collaborations between these new programs and Osgoode's own efforts to expand our engagement with Indigenous communities and Indigenous legal institutions.

I believe the University of Victoria's JID/JD Joint Program and Indigenous Legal Lodge should be supported by the various regulatory and funding bodies who will be considering the program, and I have no doubt these programs will thrive if that support is forthcoming.

Sincerely,

Original signed by Lorne Sossin

Lorne Sossin

Dean & Professor, Osgoode Hall Law School, York University





University
of Victoria

PETER B. GUSTAVSON
School of Business

The world looks different from here.

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EFMD
EQUIS
ACCREDITED

DATE: 2nd March, 2017
TO: Jeremy Webber, Dean, Faculty of Law
FROM: Saul Klein, Dean, Gustavson School of Business
RE: JD/JID proposal

I was very interested to read your proposal for a joint JD/JID degree. This is an excellent initiative and I am delighted to offer my support. It is both an appropriate and effective response to the TRC's call for action and a strong testament to the values and expertise within the Faculty of Law. It will reflect very positively on the University of Victoria and demonstrates leadership in moving our society down the road to reconciliation.

Further, this initiative is very well aligned with the ambition behind our two faculties' efforts that are being put into action through the National Consortium for Indigenous Economic Development. I look forward to seeing it come to fruition.

Best wishes,

Original signed by Saul Klein

March 6, 2017

Dr. Jeremy Webber
Dean, Faculty of Law
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
V8W 2Y2

Dear Jeremy:

Re: Proposed Joint Degree (Juris Doctor and Juris Indigenarum Doctor)

The Division of Continuing Studies is pleased to provide this letter of support for the above referenced proposed Joint Degree.

We have reviewed the proposal and have no concerns regarding the same as it relates to the Division. The Division's Cultural Management Program works very closely with the Indigenous Affairs Office and is supportive of the Truth and Reconciliation Commission's mandate to establish institutions that support Indigenous self-government. Building on the University's already strong relationship with the local Indigenous community UVic Law is in an excellent position to move forward in this way.

We are supportive of the proposal and believe it will be of benefit to the University as well as the Indigenous community at large.

We wish you the best success as you move this proposal forward.

Sincerely,

Original signed by Richard Rush

Richard Rush
Acting Dean
Division of Continuing Studies
University of Victoria

Katharine Waring - Assistant to the Dean of Law

From: hsddean
Sent: March-07-17 5:31 AM
To: Gillian Calder - Associate Dean of Law
Cc: Katharine Waring - Assistant to the Dean of Law; Cheryl Lawrence - Assistant to the Associate Dean; Dale Piner - HSD Dean Assistant
Subject: RE: A letter for support for the JD/JID proposal

Dear Gillian,

I apologize for my tardy reply as I have been away. As I am now playing catch up, please let me know if this email reply will suffice or if you need a formal letter.

Our faculty is in strong support of the establishment of this innovative JID program subject to obtaining new funding for it. Building on the talented Indigenous scholars and students and programs already in place within your faculty and other faculties, our university and the Faculty of Law are well positioned to offer an excellent JID program that can offer leadership in this field.

Our Faculty of Human & Social Development already benefits from many collaborations with the Faculty of Law on research and teaching related to issues of Indigenous governance, law, and justice. We expect that a JID program will further support and grow these kinds of opportunities for Interdisciplinary teaching, research, and related community engagement. We are pleased to see this kind of vision for your faculty and our university, and support it whole heartedly.

Sincerely,

Tricia

Patricia Marck RN, PhD
Professor & Dean
Faculty of Human & Social Development
University of Victoria
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Asst: Dale Piner hsddeanasst@uvic.ca
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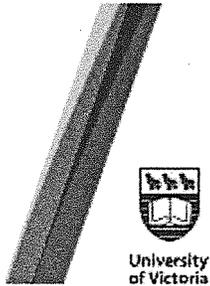
Katharine Waring - Assistant to the Dean of Law

From: Fine Arts Dean
Sent: March-01-17 4:21 PM
To: Katharine Waring - Assistant to the Dean of Law
Cc: Jeremy Webber - Dean of Law; Fine Associate Dean
Subject: JD/JID program

Dear Jeremy,

I am delighted to give my strong support for the proposed joint JD/JID program. I have reviewed the proposal and related documents and am excited by the opportunities that this unique program will bring. As a national and international leader in Indigenous legal education, UVic Law is well positioned to spearhead this initiative that builds on the Faculty's strength and speaks directly to the TRC's vision for Indigenous Law education. The program is a compelling example of innovative and relevant curriculum that aligns with campus priorities and the new Indigenous Plan. I wish you the best for the program's approval and implementation.

With best wishes,
Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts
University of Victoria
T 250-721-7755
finedean@uvic.ca
www.finearts.uvic.ca

Katharine Waring - Assistant to the Dean of Law

From: Gillian Calder - Associate Dean of Law
Sent: March-06-17 10:59 AM
To: Katharine Waring - Assistant to the Dean of Law
Subject: FW: A letter for support for the JD/JID proposal

From: adeansci
Sent: March-06-17 10:27 AM
To: Gillian Calder - Associate Dean of Law
Subject: RE: A letter for support for the JD/JID proposal

Dear Gillian,

I am writing on behalf of Rob Lipson (Dean of the Faculty of Science) and myself (Associate Dean, Academic) regarding your Faculty's JID program proposal. This is an exciting and important development for the Faculty of Law, UVic, and Indigenous communities. The program proposal is very well thought out and presented, and clearly builds on your Faculty's existing strengths. As such, the Faculty of Science offers its full support to the proposal.

Sincerely,
Robin

Dr. Robin G. Hicks
Associate Dean of Science, Academic
Professor of Chemistry
University of Victoria
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Victoria BC V8W3V6
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+1-250-721-7062

Katharine Waring - Assistant to the Dean of Law

From: Ralf St. Clair - Dean of Education
Sent: March-12-17 11:07 AM
To: Katharine Waring - Assistant to the Dean of Law
Subject: JID Proposal

Dear Law colleagues,

I am happy to write to express my support for the JID proposal. I have reviewed the proposal and find it meticulous and well-justified, in addition to being extremely timely. I congratulate you for the strong leadership role you are taking in Indigenous Law, and wish you well with this initiative.

Best wishes,

Ralf

Ralf St.Clair
Dean of Education
University of Victoria
Victoria, BC

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University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read "Valerie Kuehne".

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Proposal to Establish a Department of Indigenous Education within the Faculty of Education

Basis for Jurisdiction: Senate Committee on Planning meeting March 15, 2017
Senate meeting April 7, 2017

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build on faculty expertise. The establishment of a Department of Indigenous Education within the Faculty of Education will help UVic to be nationally and internationally competitive in the recruitment and retention of high calibre students (Objective 4) and to be competitive in the quality of our program offerings (Objective 14).

Previous Consultation: At its meeting on April 7, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a Department of Indigenous Education with the Faculty of Education. This proposal was approved by the Senate Committee on Planning on March 15, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of the Department of Indigenous Education within the Faculty of Education, as described in the document "Department of Indigenous Education" effective immediately.

Overview/nature of the academic unit

Since 2010, the Indigenous Language Revitalization (ILR) programs have functioned independently in terms of academic and administration within the Faculty.

In 2014, the Indigenous Education Advisory Board, which has provided guidance and advice to this growing unit since 1999, ratified Indigenous Education's five-year Strategic Plan, which included a call to consolidate its current administrative structure as a Department of Indigenous Education within the Faculty of Education.

Current Faculty and Staff Complement

Faculty

- Dr. Nick Claxton, Assistant Teaching Professor
- Dr. Onowa McIvor, Assistant Professor (Tenure and Promotion to Associate Professor, effective July 1, 2017)
- Dr. Carmen Rodriguez de France, Assistant Professor with tenure
- Dr. Trish Rosborough, Assistant Professor
- Current hire for Associate Professor (new Chair) underway (2017)
- Request for 2 new faculty hires in the next 5 years

Staff

- IED Assistant to the Director/Chair (1.0 CUPE 951)
- Language Programs Coordinator (1.0 PEA)
- Language Programs Assistant (0.5 CUPE 951)
- Indigenous Advisor/Coordinator (1.0 PEA) – Faculty wide service
- Term position (1 year) Indigenous Resurgence Coordinator (0.5 PEA) – Faculty wide service

Alignment with the university's mission and strategic plan

The proposed Department of Indigenous Education fulfils the goal of the **UVic Strategic Plan 2012** *to offer programs in teaching, research and support of such quality as to place us in the upper 20 per cent of a national set of comparable programs as judged by peer evaluation* (p. 24).

The existing Indigenous Language Revitalization (ILR) programs that will be housed in the proposed Department have gained recognition as leading programs regionally and nationally. In the 2016/17 academic year, the ILR programs have been taught by our faculty at the University of Saskatchewan (on the basis of an educational service contract for the Masters program) and in our regional communities (the Diploma program funded by the Aboriginal Service Plan). Meetings with our Interim Aboriginal Community Council in the 2016/17 year indicated language revitalization remains a key priority for our community partners, many of whom have less than 10 members fluent in their language.

The proposed Department fulfils the criteria set out in the UVic Strategic Plan 2012 for quality in the selection of areas of focus.

The UVic Strategic Plan states: "Areas of focus in teaching, research and scholarship will be determined by departments, schools and faculties, based on the following criteria:

- 1) *Consideration of intellectual value and societal need*
- 2) *Student demand*
- 3) *The ability to be a national or regional leader in the area*
- 4) *Collegial support among faculty*
- 5) *An established or planned ability to attain a critical mass of faculty in the area"* (p. 24).

The Faculty of Education voted unanimously to support the formal establishment of a Department of Education to house the Indigenous Language Revitalization programs.

Identification as a distinct department is critical for faculty recruitment and retention needed to remain a national and regional leader in this disciplinary area. The governance structure will enable UVic, in an increasingly competitive environment, to recruit new faculty in order to continue offering quality programming in line with increasing community demand as well as graduate student supervision and curriculum development. In addition, the establishment of a Department of Indigenous Education will strengthen the ability of the university to attract students and faculty.

A Department of Indigenous Education will support the UVic Strategic Plan Objective 3: *“To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.”*

As well, a new Department in Indigenous Education will support the UVic Strategic Research Plan, and Indigenous Plan by creating increased opportunities for community engaged, dynamic, social-justice research, and Indigenous Scholarship, (Objective 2: UVic’s Commitment to the vital impact of research), and offering further academic programming and course delivery possibilities.

Senate/academic considerations

Discussion at Senate noted that the establishment of a new Department of Indigenous Education within the Faculty of Education will provide the necessary and appropriate administrative and academic oversight of this component of the Faculty of Education.

Demand and availability

Over the past 5 years, ILR programs have attracted 61 new Indigenous Graduate students (34 graduated, 27 in progress) and 80 new Indigenous undergraduate students (50 of which are currently enrolled, and 30 of whom have completed their programs).

Resource implications

In the coming two years the faculty complement that supports the Indigenous Language Revitalization programs will be increased. The Spring 2017 budget letter provides for faculty for the proposed Department.

This aligns with:

1) UVic Indigenous Plan

Goal Strand 5 - 1f) Consider establishing one or more academic positions or units to support Indigenous academic programs and provide clear lines of reporting and accountability, and

2) Uvic Strategic Plan 2012

Faculty Objective - 6a) focus new resources and faculty renewal on established or emerging areas of research and educational excellence, recognizing the unique requirements of different disciplines.

Other relevant factors

The establishment of this governance structure at UVic will respond to the call from our Indigenous Education Advisory Board to provide opportunities for growth, and support our continued responsiveness to the educational needs and requests of our Indigenous community partners and broader society.

Attachment(s): Proposal to Senate, dated March 22, 2017, for the establishment of a Department of Indigenous Education within the Faculty of Education.



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish the Department of Indigenous Education
within the Faculty of Education

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the proposal to establish the Department of Indigenous Education within the Faculty of Education.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of the Department of Indigenous Education within the Faculty of Education, as described in the document "Department of Indigenous Education".

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

UNIVERSITY OF VICTORIA

DEPARTMENT OF INDIGENOUS EDUCATION

Dean's Name: Dr. Ralf St. Clair	Signature Dean: 
Contact Name and Number: Dr. Onowa Mclvor	250-721-7763
Date approved by Department: November 8, 2016	Head: Onowa Mclvor
Date approved by Faculty: January 18, 2017	Dean or Faculty Chair: Ralf St. Clair



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APPENDICES

- A. Business Plan
- B. Faculty of Education Letters of Support
- C. Indigenous Education current UVIC calendar entries and promotional materials

1.0 OVERVIEW

Name of Department	Department of Indigenous Education
Location	Faculty of Education, University of Victoria
Start Date	July 1, 2017
Contact Person	Onowa McIvor, PhD, Director, Indigenous Education Telephone: 250.721.7826 E-mail: ied.director@uvic.ca

2.0 AIMS, GOALS, OBJECTIVES

The goal of this document is to describe the need for a new Department of Indigenous Education in the Faculty of Education.

Background

The Faculty of Education at the University of Victoria is a diverse collective of disciplines focused on developing human potential. The Faculty focuses on counselling and school psychology, teaching excellence, leadership, Indigenous education and language revitalization, recreation and health, and exercise science. The proposed new academic unit responds directly to two of the TRC Calls to Action, calling upon universities to create Indigenous language programs (C.16) and to “educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms” (C. 62).

Indigenous Education (IED) has had an official presence in the Faculty of Education for over fifteen years, marked by the creation of a First Nations Education Advisory Board for Teacher Education in 1999, which included faculty members and community stakeholders. Beginning initially with one limited-term faculty position in 2000, Indigenous Education has grown to 3 tenure-track faculty members, one limited-term faculty and 4 continuing staff. In 2010, a new academic structure emerged with the approval of the Indigenous Language Revitalization programs whereby the programs were academically and administratively housed independently within the Faculty.

In 2014, the Indigenous Education Advisory Board (a group of high-profile Indigenous community partners and other university members), which has provided guidance and advice to this growing unit since 1999, ratified Indigenous Education’s five-year Strategic Plan, which included a call to consolidate its current administrative structure as a Department of Indigenous Education within the Faculty of Education.

Indigenous Education Mission Statement

We honour and acknowledge the local First Nations, on whose traditional territories we work and teach, and from whose lands, cultures, and languages we continue to learn. The spirit of Indigenous Education empowers learners, community, staff and faculty, and guides transformative relationships in teaching and learning. By weaving culture and respect throughout the Faculty of Education, Indigenous Education extends a circle of welcome where Indigenous ways of knowing, learning, being and doing will thrive. In honouring our ancestors, we hold in our hearts the vision of generations of children flourishing.

Alignment with UVIC Strategic Plans and Goals

The proposed Department of Indigenous Education will directly support the *UVic Strategic Plan*, and the goals and directions of the institution. UVic President Jamie Cassels remarked at one of the 2015 “Campus Conversations” that in a time of restricted growth, we are wisest to strengthen and build upon what we are already doing well. Indigenous Education is undoubtedly one of these areas.

A Department of Indigenous Education will support the *UVic Strategic Plan Objective 3*: “To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” Over the past 5 years, Indigenous Education has attracted 61 new Indigenous Graduate students (34 graduated, 27 in progress) and 80 new Indigenous undergraduate students (50 of which are currently enrolled, and 30 of whom have completed their programs) in the ILR programs.

As well, a new Department in Indigenous Education will support the *UVic Strategic Research Plan*, and *Indigenous Plan* by creating increased opportunities for community engaged, dynamic, social-justice research, and Indigenous Scholarship, (*Objective 2*: UVic’s Commitment to the vital impact of research), and offering further academic programming and course delivery possibilities.

One of the challenges of supporting Indigenous resurgence within universities is the often low numbers of Indigenous faculty members working in any one area. Often Indigenous scholars are working alone or in pairs in otherwise largely non-Indigenous governance structures such as Departments and Schools – where their worldview and contributions are the minority. While acknowledging the fear of ‘ghettoizing’ Indigenous scholarship, it is important to recognize that Indigenous thought, teaching practices and unique service contributions require safe harbours and autonomous governance structures in order to thrive, but also to reach out, to make strong contributions in community, across their faculties and the university as whole. UVic has the opportunity to create one such safe harbour here in the Faculty of Education. In addition, this new department within the Faculty will create an especially productive context for a faculty complement with specialist disciplinary and cultural expertise that

should be expanded in line with UVic's employment equity goals and the TRC Call to Action 16.

3.0 AREAS OF SPECIALIZATION AND EVIDENCE OF ADEQUATE FACULTY COMPLEMENT

Current Programming

UVic is recognized provincially, nationally, and internationally for its commitment and success in Indigenous language revitalization (ILR) programming. Indigenous Education (in partnership with the Department of Linguistics) has recently been called upon to provide mentorship to the University of Saskatchewan in the field of ILR by way of offering our ILR graduate program there to assist with their ILR capacity building goals both at UofS and across the province of Sask. However, beyond the ILR programs, Indigenous Education contributes to teacher education through the offering of a required course in Indigenous Education, as well as a highly successful summer intensive institute for teacher education students, campus-wide electives and professional development opportunities for in-service teachers. In addition, IED formally supports the Indigenous Communities Counselling Program (ICCP) offered through the Department of Educational Psychology and Leadership Studies (see calendar entry in Appendices). Since 2003, IED has also formed strong relationships with local and other BC First Nations communities through our community-based programs. Building and maintaining these relationships remains at the heart of our success.

Current Credentials Offered

- Diploma in Indigenous Language Revitalization (ILR)
- Bachelor of Education in ILR
- Graduate Certificate in ILR (Joint with Dept. of Ling)
- Master's Degrees (MA/MEd) in ILR (Joint with Dept. of Ling)

Faculty and Staff Complement

Faculty

- Dr. Nick Claxton, two-year limited-term Assistant Teaching Professor
- Dr. Onowa McIvor, Assistant Professor (Tenure and Promotion to Associate Professor, effective July 1, 2017)
- Dr. Carmen Rodriguez de France, tenured Assistant Professor
- Dr. Trish Rosborough, Assistant Professor
- Current hire for Associate Professor (new Chair) underway (2017)
- Request for 2 new faculty hires in the next 5 years

Staff

- IED Assistant to the Director/Chair (1.0 CUPE 951)
- Language Programs Coordinator (1.0 PEA)
- Language Programs Assistant (0.5 CUPE 951)

- Indigenous Advisor/Coordinator (1.0 PEA) – Faculty wide service
- Term position (1 year) Indigenous Resurgence Coordinator (0.5 PEA) – Faculty wide service

Future Programming

The creation of a Department of Indigenous Education would act as a catalyst for Indigenous teaching and scholarship throughout the university and provide fertile grounds for developing new programming. With an addition of two or more faculty members within the next five years, and the support of our Dean, there is potential to not only continue the current programs, but to also implement a new MEd in Indigenous Education, a new Indigenous-focused Post-Degree Professional Program (teacher education), and develop 100-level Indigenous Education courses that could be offered across UVic.

In the most recent IED Strategic Plan (2014-2019), five new program areas emerged at the direction of our Indigenous Education Advisory Board which also supports the Faculty of Education, and UVic's larger vision around Indigenous scholarship:

1. **COMPLETE:** A professional development program for Indigenous and non-Indigenous in-service teachers to strengthen their knowledge and skills in Indigenous ways of knowing and teaching (IED Integrated Program leading to TQS Category 5 or 5+ qualification upgrade accredited via the Teacher's regulation branch) (realized in 2015);
2. **DEV. UNDERWAY:** An Indigenous-focused elementary education post-degree professional teacher education program (Elem. PDPP) to address the shortage of Indigenous teachers across BC, while also educating a more responsive non-Indigenous teacher workforce for the growing population of Indigenous children nation-wide (development work underway 2016-2018, planned start Sep. 2018, supported by new ATP faculty member Claxton);
3. Masters of Education in Indigenous Ed. (requires one additional faculty member, search for new Chair underway);
4. The development of a Bachelor's degree in Indigenous language proficiency to complement the existing 2-year Diploma (requires one additional ILR faculty member) and;
5. Doctoral program in ILR to build capacity across Canada in this emerging discipline (requires one additional ILR faculty member).

Resource Requirements

The attached teaching plan lays out the specifics of teaching already committed to for the next five years. Table 1 is a summary if the current complement continues and there are no course releases taken into account. While there are 6.0 units of administrative release per year associated with running the unit, the most conservative estimate possible is presented in the current document.

Table 1	2016-17	2017-18	2018-19	2019-20	2020-21
Total units taught	58.5	52.5	60	57	39
Faculty teaching (no releases)	24	36	18	18	24
Balance (Sessional teaching)	34.5	16.5	42	39	15

EPT reports indicate that over the past year (2015-2016) 10 course sections were taught by faculty while 24 taught by sessionals. The 2016-2017 and future figures are also affected by the 12 unit limited term Assistant Teaching Professor who will complete his contract at the end of academic 2017-18. It is expected that there will be an increase in Indigenous Education programming by 2019-20 and certainly by '20-21 and so the sessional teaching balances would be higher if the ATP ends and no new faculty complement is added. The Faculty of Education highly values sessional teaching but recognizes the value of ongoing appointments to program excellence and sustainability.

4.0 ENROLMENT PLAN

Enrolment data has been recorded for Indigenous Education since 2011 (undergraduate) and 2012 (graduate) when the inaugural programs began. The enrolment numbers, captured as EETS and FTES and then combined per faculty members, are shown in the table below. The enrolment numbers show a steady state or increase in each of the years reported.

In terms of expansion, the Indigenous Education Strategic Plan indicates 5 new program development goals, of which one has been realized (5th year TE ProD Program in 2015) and another one is underway (IED PDPP). One new search is in progress which will allow a 3rd area of development (MEd Ind. Ed). However, the remaining two programs (BA ILR and PhD ILR) require additional faculty members to support.

Department Name	Academic Year	Total EET	Annualized FTE Contribution	Total EETS/FTES	EETS/FTES per Faculty (3)*
Indigenous Education	2011	47.7	N/a	47.7	15.9
	2012	41.8	25.67	67.47	22.49
	2013	39.3	24.44	63.74	21.25
	2014	39.2	37.33	76.53	25.51
	2015	64.5	32.67	97.17	32.39

Table 3: December 16, 2016 - data compiled from SAS

*Target FoE EETS/FTE per faculty currently 25.1

The EPT reports nearly 91-99.5% of the EETS taught in IED over the past 6 years has been for 'students inside the faculty', showing a strong demand for IED programs within the Faculty of Education.

5.0 GOVERNANCE

Since 2004 the Faculty of Education has been steadily increasing its focus on building a faculty complement of Indigenous scholars. There has been a lasting intention to create a Department of Indigenous Education at the appropriate time. As demonstrated by the unanimous January 2017 faculty vote to support a Department of Indigenous Education, as a community of scholars we believe the time is now.

The Department of Indigenous Education will be governed similarly to the other Departments/School in the Faculty. The Department Chair will be the lead administrator and responsible for day-to-day operations of the Department programs, providing leadership and guidance to faculty, staff and students.

The unit of Indigenous Education already holds regular monthly meetings, chaired by the current Director of IED, of all faculty and staff from September to May of each year. Initially the Department will have five faculty members and therefore the presence of 3 will constitute quorum for regular Department business, although every effort will be made to include all members in important decision-making.

The Department will have regular academic committees such as ARPT and Salary/Merit review. Most other committees in the Faculty of Education are already faculty wide (such as Curriculum, Space, Awards, etc.). The Chair and current faculty members will establish an Evaluation Policy in accordance with the UVIC Faculty Collective Agreement and the Faculty of Education Evaluation Policy prior to the establishment of the Department on July 1st 2017.

1. Leadership: A current search is underway to recruit a senior scholar who would lead the inaugural Department, and the incumbent Dr. Onowa McIvor who has been in the role for the past 8 years will be available for guidance as well as support from the other Chairs, Directors, and Deans in the Faculty of Education.
2. Operations: Indigenous Education has had autonomy over its programs since 2010 and therefore already operates very much like a Department/School. The only exception to this is ARPT and Salary/Merit review functions which have run to-date through EDCI.
3. ARPT plan: There is now have one tenured faculty member in the unit (Rodriguez de France), and anticipate two others (new Chair and outgoing Director McIvor) by the time the Department is operational. These three faculty numbers could serve as an ARPT committee for the new department along with two other members at large from within the FoE who would easily come forward to create a robust committee in alignment with the Collective Agreement, while supporting the development and growth of this department. All necessary policies would be created alongside the full Department proposal going forward.

6.0 PLANS FOR ONGOING PROGRAM ASSESSMENT

The Department of Indigenous Education is a part of a larger governance structure within the Faculty of Education that includes Program Leads for all undergraduate programs as well as Graduate Advisors for all graduate programs. These positions are already established within the unit and regular program reviews (including one underway in 2016-2107) will be the norm. In addition, all programs in the new Department will undergo academic program reviews for quality assurance in accordance with University policy AC1145.

All faculty and sessional instructors are subject to CES evaluations of their teaching as one of the measure of quality in the Enhanced Planning Tool reports. Our unit averages

for 2014-15 are 4.32/4.45 (u/g and grad) and for 2015/16 4.35/4.73 out of 5 for 'instructor effectiveness'.

7.0 RELATED PROGRAMS

No other Department of Indigenous Education exists at UVIC or any other BC university, to the best of our knowledge. In fact, at the time the proposal was developed we could not locate a Department of Indigenous Education at any Faculty of Education in Canada. There are other kinds of Indigenous academic units such as Departments or Faculties of Indigenous or Native Studies, however, none of these exist at UVIC and so this structure would not cause duplication.

8.0 CONCLUSION

The capacity for a Department of Indigenous Education already exists within the Faculty of Education, and the establishment of this governance structure at UVic will respond to the call from our Indigenous Education Advisory Board, provide opportunities for growth, and support our continued responsiveness to the educational needs and requests of our Indigenous community partners and broader society. Additional faculty and staff would ensure the quality, excellence and development of existing and new programs.

APPENDIX A: BUSINESS PLAN

Financial Plan Summary

Resources available to support the Department include a combination of existing and possible future reallocations within the Faculty of Education.

Faculty Appointments Required

The current Chair search, it is anticipated the current level of activity can be maintained and expanded as indicated into new program areas with the complement of 2 additional faculty members over the next 3-5 years.

Staff Requirements

Currently the unit is supported by one administrative support person (Assistant to the Director/Chair and general administrative support), .5 FTE Graduate Secretary/support to undergraduate, language programs and two full-time PEA staff, one coordinating the undergraduate language programs and the other who is .5 FTE Student Advisor, and .5 FTE general IED unit coordination. While the unit functions well now, it will assume a few additional units in becoming a formal Department and therefore may require some internal shifts to function optimally.

Student Financial Support Plan

Students in IED are offered TA and RA positions whenever necessary and possible. Our graduate students receive \$10K a year from the Faculty of Graduate Studies.

Space Requirements

The IED unit currently occupies 11 offices in the A-wing of the MacLaurin building. This includes 3 faculty offices, 4 staff offices, a general office, an admin room for mail, copying, etc., a Chair's office and a student lounge. There is also an office set aside on the 3rd floor of MacLaurin for IED sessional instructors. Two additional faculty offices will be needed over the next 1-2 years with the hiring of new faculty. Future expansion to faculty or staff would of course require additional space.

Library Requirements

IED has a good relationship with and is well supported by both the main UVIC library and the Curriculum Library in its acquisition and resource needs.

Other Instructional Resources

IED programs are well supported by Graduate Admissions and Records and the Office of the Registrar.

Our courses are taught in the First People's House whenever possible and are otherwise accommodated by Room bookings.

FACULTY OF SOCIAL SCIENCES

Business & Economics Building Room 456
PO Box 1700 STN CSC
250-472-5058 | 250-472-4583
soscoff@uvic.ca | socialsciences.uvic.ca

DATE: March 22, 2017
TO: Onowa McIvor, Indigenous Education Director
FROM: Catherine Krull, Dean of Social Sciences
RE: **Letter of support: Faculty of Education, Department of Indigenous Education**

The Faculty of Social Sciences is pleased to extend its support to the proposed new Department of Indigenous Education in the Faculty of Education.

The proposed program is well-aligned with the UVic Strategic Plan, the UVic Indigenous Plan and the UVic Strategic Research Plan. More importantly, the proposed program is testament to Murray Sinclair's statement that "education is the key to reconciliation" and, more specifically, to the TRC Call for Action "to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms". As such, the new Department of Indigenous Education will be a pillar in supporting and advancing Indigenous resurgence on campus and beyond. The consolidation of Indigenous Education within its own department will create a catalyst to provide greater support for Indigenous faculty as well as for a range of future opportunities such as additional post-graduate programs. The opportunity for accessibility to future 100-level Indigenous Education courses promises to extend its reach and contribution across campus.

We look forward to seeing the establishment of the Department of Indigenous Education.

Sincerely yours,

Original signed by Catherine Krull

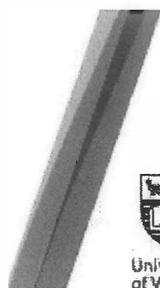
Catherine Krull
Dean of Social Sciences

Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning

From: IED Director
Sent: March 21, 2017 6:49 PM
To: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Cc: Ralf St. Clair; Christine Webster
Subject: Re: DIE proposal support

Sandra, please accept the following support letter for the Department of Indigenous Education for inclusion in our Senate package this week.

hiyhiy,
Onowa



Onowa McIvor, Ph.d
Assistant Professor & Director
Indigenous Education
University of Victoria

T 250-721-7826

uvic.ca/education/prospective/indigenous/index.php

On 2017-03-21, 15:24, "adeansci" <adeansci@uvic.ca> wrote:

Dear Ralf,

I am writing on behalf of Rob Lipson (Dean of the Faculty of Science) and myself (Associate Dean, Academic) regarding your Faculty's proposal to establish a Department of Indigenous Education. This is an exciting and important development for the Faculty of Education, UVic, and Indigenous communities. The proposal seems well thought out and presented, and clearly builds on existing strengths. As such, the Faculty of Science offers its full support to the proposal.

Sincerely,
Robin

Dr. Robin G. Hicks

Associate Dean of Science, Academic
Professor of Chemistry
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Faculty of Law
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Fax 250.721.6390
Web www.uvic.ca/law

Members of Senate

Re: Proposal of the Faculty of Education for a new Department of Indigenous Education

20 March 2017

Dear Members of Senate,

I am delighted to express my wholehearted support for the creation of the Department of Indigenous Education.

Indigenous education has been a growing area of strength within the Faculty of Education. The Faculty has had an especially distinguished record in Indigenous Language Revitalization, but its activities in the field of Indigenous education extend to other facets as well. This represents a strong foundation on which to build the new department. Moreover, the Faculty is committed to further expansion in the field. The establishment of the Department will signal the considerable strength that the Faculty already possesses, will allow that strength to be reflected in the administration of programs and will lay the basis for further growth. This is an excellent development.

This proposal also complements and adds to the visibility of the very considerable Indigenous presence that exists across disciplines at UVic. All of us gain from that interdisciplinary richness, which gives substance to our strategic goals in the field. I am pleased to support this proposal strongly.

Sincerely,

Original signed by Jeremy Webber

Jeremy Webber
Professor and Dean of Law



University
of Victoria

Division of Medical Sciences

Medical Sciences Building Room 104 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5500 | F 250-472-5505 | uvic.ca/medsci

Onowa McIvor
Director of Indigenous Education
University of Victoria

March 20, 2017

Dear Onowa,

On behalf of the Division of Medical Sciences, I am writing to express support for the establishment of a Department of Indigenous Education within the Faculty of Education at the University of Victoria. The proposed new academic unit would add significant value to the University community, provide potential for increased collaboration between our units, and directly answer two of the Truth and Reconciliation Commissions Calls to Action.

The proposal has clearly been well thought out and is in alignment with the University's strategic plan and goals. I wholeheartedly support this proposal, and wish you success as the proposal moves forward.

Sincerely,

Original signed by Bruce J. Wright

Bruce J. Wright, MD, CCFP, FCFP
Regional Associate Dean, Vancouver Island
Faculty of Medicine, University of British Columbia
Head, Division of Medical Sciences
University of Victoria
[email: brucewri@uvic.ca](mailto:brucewri@uvic.ca)

Monday, March 20, 2017 at 1:22:17 PM Pacific Daylight Time

Subject: HSD dean support for: Faculty of Education, Department of Indigenous Education proposal
Date: Monday, March 20, 2017 at 1:17:47 PM Pacific Daylight Time
From: IED Director
To: Christine Webster
Attachments: image001.jpg, image002.png

On Mar 14, 2017, at 4:48 PM, [hsddean <hsddean@uvic.ca>](mailto:hsddean@uvic.ca) wrote:

Dear Onowa and Ralf,

I am writing to offer my support for your proposal for the creation of a Department of Indigenous Education. Your proposal for this department articulates its relevance to the TRC's Calls to Action and to U Vic's Strategic Plan and Indigenous Plan. It also offers vital contributions to primary education for Indigenous communities.

This kind of academic unit also supports our faculty's aspirations to offer a funded I GOV PhD in future that includes an Indigenous language component, and supports the goals of other Indigenous programs and initiatives across campus.

Best wishes as you advance this proposal to Senate,

Tricia

[\[cid:image002.png@01D29CE0.8BC274F0\]Patricia Marck](#)

Professor & Dean

Faculty of Human and Social Development

University of Victoria

PO Box 1700, STN C

Victoria, B.C. CANADA V8W 2Y2

hsddean@uvic.ca [<mailto:hsddean@uvic.ca>](mailto:hsddean@uvic.ca)

Assistant: Dale Piner hsddeanasst@uvic.ca [<mailto:hsddeanasst@uvic.ca>](mailto:hsddeanasst@uvic.ca)

Tel: 1-250-721-8050

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Graduate Studies | Office of the Dean
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March 20, 2017

Dr. Onowa Mclvor
Director of Indigenous Education

Dear Onowa,

I am writing to record my complete support for the creation of a Department of Indigenous Education as described in your proposal document approved by the Faculty of Education on Jan 18, 2017.

I have been delighted to see the interest generated by the Indigenous Language Revitalization (ILR) MA and MEd graduate programs as well as the graduate certificate. With this new department in place, I look forward to the future when additional, exciting new graduate credentials may be created.

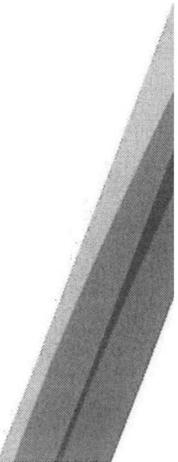
The establishment of the new department will be another step forward in enhancing UVic's reputation as a leader in Indigenous education.

I wish you and your team nothing but the best as the new department grows and evolves.

Sincerely,

⋮

David W. Capson, Ph.D., P.Eng.
Dean, Faculty of Graduate Studies





Professor Thomas Tiedje
Dean, Faculty of Engineering
University of Victoria
P.O. Box 1700
Victoria, BC V8W 2Y2
Voice: 250-721-8612
Email: enrdean@uvic.ca
Website: www.engr.uvic.ca

March 19, 2017

Professor Onowa Mclvor
Director of Indigenous Education
Faculty of Education
University of Victoria

Re: Faculty of Engineering Letter of support for the establishment of a Department of Indigenous Education in the Faculty of Education at University of Victoria

Dear Professor Mclvor,

It is my great pleasure to write a letter of support for the establishment of a *Department of Indigenous Education* in the Faculty of Education at University of Victoria.

I read your proposal for establishing a Department of Indigenous Education with great interest. It seems that the faculty members in Indigenous Education are already operating as an academic unit and are, thus, well positioned to form a department.

I am pleased to see that one of the goals of this proposal is to support the *UVic Strategic Plan Objective 3: "To continue to increase the number of Indigenous students **graduating from all faculties at UVic**, building on our commitment to and our unique relationship with the First Peoples of Canada."* The Faculty of Engineering is strongly committed to increase the number of Indigenous students graduating from our engineering and computer science programs. These students will help foster and strengthen the economy of indigenous communities. Our highly-acclaimed co-op programs provide terrific opportunities to work directly in indigenous communities. We would greatly appreciate the help and support from the proposed Department of Indigenous Education in our endeavours to increase the number of Indigenous students graduating from our programs.

I am delighted to see that the proposed department aims to support the new *UVic Research Strategic Plan (RSP)*. I submit that the creation of this department will strongly support the RSP statement: "*UVic is a committed and recognized leader in Indigenous research, not only as a research focus or in terms of long-standing relationships with Indigenous partners, but also in terms of growing the number of Indigenous scholars.*" The Faculty of Engineering with its vast

array of research expertise is committed to help this new department in growing the number of indigenous scholars at UVic.

In the section on *Future Programming*, the proposal authors argue that *“The creation of a Department of Indigenous Education would act as a catalyst for Indigenous teaching and scholarship throughout the university and provide fertile grounds for developing new programming.”* The Faculty of Engineering would certainly welcome increased collaboration with the Faculty of Education in this regard.

You may wish to consider the timing of the formation of a new department, since departments are not without costs.

Departments are necessary for practical administrative reasons and for developing an academic discipline. The downside of departments is they create artificial separations between disciplines (silos) and divert resources away from teaching to administrative overheads. My rule of thumb is that a department should have at least 15 faculty members. With 97 EETs the indigenous education program could expect to have $97/20=5$ faculty positions.

An alternative administrative structure that might achieve some of the benefits you are looking for would be to have a separate academic program run by a director that draws teaching resources from one or more departments. This will tend to reduce the silo effect and minimize administrative overheads at the same time. Once the program reaches a critical size a new department could be created.

In summary, on behalf of the Faculty of Engineering, I fully support your initiative to establish a *Department of Indigenous Education*, if adequate resources are available.

If you have any questions, please do not hesitate to contact me.

Yours sincerely,

Original signed by Tom Tiedje

Tom Tiedje, PEng
Dean, Faculty of Engineering
University of Victoria



University
of Victoria

DEPARTMENT OF LINGUISTICS
PO Box 1700, STN CSC,
Victoria, British Columbia V8W 2Y2 Canada
Tel (250) 721-6634 Fax (250) 721-7423

March 19, 2017

To: Onowa McIvor, Director, Indigenous Education
From: Hossein Nassaji, Chair, Department of Linguistics

Dear Onowa,

As Chair of the Department of Linguistics, I am writing to express my strong and steadfast support for the creation of a Department of Indigenous Education in the Faculty of Education. I believe this initiative is timely and critical for furthering opportunities to advance the practice of Indigenous education and language revitalization within and outside the university. The Department of Linguistics has strong ties with Indigenous Education and many of our faculty members are actively involved in the study of Indigenous languages. We also offer a joint Master's Degree in Indigenous Language Revitalization, the first program of its kind in Canada. The establishment of an Indigenous Education Department will play an instrumental role in fostering our joint efforts and our commitment to nurturing research with Indigenous communities and promoting the revitalization of Indigenous and endangered languages. Thus, the Department fully endorses and supports this proposal, with the hope that it goes forward smoothly.

Sincerely,

Hossein Nassaji
Professor and Department Chair
Department of Linguistics

Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning

From: Nancy Wright – AVP Academic Planning
Sent: March 15, 2017 5:01 PM
To: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Subject: FW: HSD dean support for: Faculty of Education, Department of Indigenous Education proposal

From: <hsddean@uvic.ca>
Date: Tuesday, March 14, 2017 at 4:48 PM
To: O McIvor <ied.director@uvic.ca>, "Ralf St. Clair - Dean of Education" <educdean@uvic.ca>
Subject: HSD dean support for: Faculty of Education, Department of Indigenous Education proposal

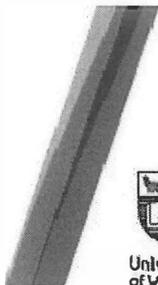
Dear Onowa and Ralf,

I am writing to offer my support for your proposal for the creation of a Department of Indigenous Education. Your proposal for this department articulates its relevance to the TRC's Calls to Action and to U Vic's Strategic Plan and Indigenous Plan. It also offers vital contributions to primary education for Indigenous communities.

This kind of academic unit also supports our faculty's aspirations to offer a funded I GOV PhD in future that includes an Indigenous language component, and supports the goals of other Indigenous programs and initiatives across campus.

Best wishes as you advance this proposal to Senate,

Tricia



Patricia Marck
Professor & Dean
Faculty of Human and Social Development
University of Victoria
PO Box 1700, STN C
Victoria, B.C. CANADA V8W 2Y2
hsddean@uvic.ca

Assistant: Dale Piner hsddeanasst@uvic.ca
Tel: 1-250-721-8050

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March 6, 2017

Dr. Ralf St. Clair
Dean, Faculty of Education
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
V8W 2Y2

Dear Ralf:

Re: Proposed creation of Department of Indigenous Education

The Division of Continuing Studies is pleased to provide this letter of support for the creation of above referenced Department of Indigenous Education.

The unit making up the proposal, the Department of Indigenous Education (IED) have provided incredible value to the university community and the field of education for the last 17 years and very much support the formalization of the unit to a department so they can develop future programming to support Indigenous learning and teaching in the province of BC and beyond.

As noted in the proposal, from our perspective, IED has in many ways been functioning as a department and this formalization will support the addition of valuable Faculty and autonomy needed to respond to the administrative needs of the unit.

The Division of Continuing Studies (DCS) currently works with IED in the following ways:

- The DCS Certificate in Aboriginal Language Revitalization (CALR) ladders into the Diploma in Indigenous Language Revitalization (ILR) and the Bachelor in ILR. CALR graduates have also gone onto the MA in ILR
- A second pathway focused on language proficiency was also established last year by IED which includes some of the CALR courses.
- In response to the need for knowledge and skills in the area of Indigenous education in Panama (over 30% of population Indigenous), we are currently developing a customized program working alongside Carmen Rodriguez de France.

I would anticipate, however, that this change would not alter the protocol agreement that has already been established with DCS and that we would continue to work together to support the shared and laddered offerings that have benefited communities.



University
of Victoria

Division of Continuing Studies | Office of the Dean
PO Box 1700 STN CSC Victoria British Columbia V8W 2Y2 Canada
T 250-721-8456 | F 250-721-8774 | uvcsasst@uvic.ca | continuingstudies.uvic.ca

We are supportive of the proposal and believe it will be of benefit to the University as well as the Indigenous community at large.

We wish you the best success as you move this proposal forward.

Sincerely,

Original signed by Richard Rush

Richard Rush
Acting Dean
Division of Continuing Studies
University of Victoria



Faculty of Education | Department of Curriculum & Instruction
MacLaurin A545 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7886 | F 250-721-7598 | cichair@uvic.ca | uvic.ca/edci

January 23, 2017

Dr. Leslee Francis Pelton
Chair, Department of Curriculum and Instruction

Dr. Ralf St. Clair
Dean, Faculty of Education

Re: Proposed Department of Indigenous Education, Faculty of Education

Dear Dr. St. Clair,

I am writing as chair of the Department of Curriculum and Instruction to voice support for the establishment of a Department of Indigenous Education in the Faculty of Education. Indigenous Education has a long history with the Department of Curriculum and Instruction, as the Indigenous Education faculty have always been affiliated with Curriculum and Instruction as their home department. However, Indigenous Education operates as their own unit, controlling their own programs and staffing of Indigenous Education courses. Other than decisions related to reappointment, tenure, promotion, and merit, the unit already operates in every other sense as equivalent to a department.

With the growth in the Indigenous Education faculty contingent, and particularly with them becoming tenured, Indigenous Education is now in a position to become, in reality, a department in the Faculty of Education. This move is particularly timely given the University's priorities in supporting and sustaining programs for Indigenous students. The Department of Curriculum and Instruction fully supports this move and congratulates our Indigenous Education colleagues in this achievement.

The Department also fully supports the request for cross appointments to Curriculum and Instruction for all the Indigenous Education faculty. Cross-appointments to the Department will support the continuation of our working relationships and allow our Indigenous Education colleagues to continue their supervisory work with graduate students in MA and PhD programs in Curriculum and Instruction.

Sincerely,

Original signed by Leslee Francis Pelton

Leslee Francis Pelton, Chair
Department of Curriculum and Instruction

copy: Dr. Onowa McIvor, Director of Indigenous Education, Faculty of Education





University
of Victoria

Faculty of Education | School of Exercise Science, Physical and Health Education
McKinnon 120 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8373 | F 250 721 6601 | uvic.ca/education/exercise/

Onowa McIvor,
Director, Indigenous Education

January 23, 2017

Dear Onowa:

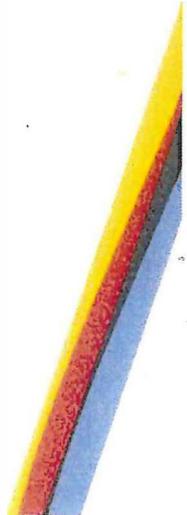
On behalf of the School of Exercise Science, Physical and Health Education, I am writing to express support for the establishment of a Department of Indigenous Education within the Faculty of Education at the University of Victoria. The proposed Department will play a critical role in the future growth and development in our faculty and we look forward to working cooperatively and collaboratively with you as the proposal moves forward.

Having had the chance to review and comment on the proposal I believe it presents a very strong and timely case for the establishment of a Department of Indigenous Education. Our faculty, staff and students look forward to working with you as this continues to come to fruition.

It is our hope that the university shares our support and recognizes the value of the new department by providing the resources required for its development.

Original signed by John Meldrum

John Meldrum,
Director, School of Exercise Science, Physical and Health Education



APPENDIX B: Faculty of Education letters of support



**Office of the Dean
Faculty of Education**

PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel: (250) 721-7757, Fax: 472-5063
educdean@uvic.ca

Onowa McIvor
Director of Indigenous Education

18 January 2017

Dear Onowa,

It gives me great pleasure to write on behalf of the Faculty of Education expressing our support for the creation of a Department of Indigenous Education. On 18 January 2016, the Faculty unanimously passed the motion:

This Faculty supports and endorses the proposal for the establishment of a Department of Indigenous Education presented today.

The Faculty formally recommends the creation of such a Department to Senate and the Board.

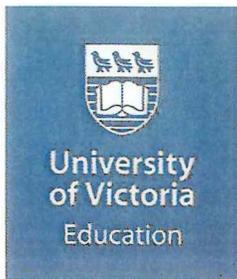
I wish you well as the proposal continues on route to what I hope, and believe, will be a successful outcome.

Thanks you for your work, and that of your colleagues.

Best wishes,

Original signed by Ralf St. Clair

Ralf St. Clair
Dean of the Faculty



**Department of
Educational Psychology
and Leadership Studies**
MacLaurin Building A439

PO Box 1700 STN CSC
Victoria British Columbia
V8W 2Y2 Canada

Tel (250) 721-7799
Fax (250) 721-6190
Web www.uvic.ca/epls

Date: January 6, 2017

From: Dr. Tim Black, R. Psych., Department Chair

To: Dr. Ralf St. Clair, Dean of the Faculty of Education

Cc: Dr. Onowa Mclvor, Director of Indigenous Education, Faculty of Education

Re: Support for the Establishment of a School of Indigenous Education in the Faculty of Education in 2017

Dear Dean St. Clair,

It is my pleasure to write this letter of support for the establishment of a School of Indigenous Education in the Faculty of Education in 2017, or soon thereafter. As Chair of Educational Psychology and Leadership Studies, I am happy to also provide the support of the entire department, which unanimously approved the motion to establish the new school in 2016.

Our colleagues in Indigenous Education have been operating as a *de facto* academic unit for years now, without the benefits of formal governance structures. Our department wholeheartedly supports formalizing Indigenous Education's role in the Faculty and will work with the Dean's office, the Department and School and our Indigenous Education colleagues to ensure the success of the new School.

Personally, I feel that the strong Faculty support for this initiative is unprecedented and the timeliness of providing formal structures to Indigenous Education in the Faculty could not be more appropriate. If you have any questions regarding this letter, please contact me directly.

Sincerely,

Original signed by Tim Black

Dr. Tim Black, R. Psych.
Associate Professor and Department Chair
Educational Psychology & Leadership Studies
Faculty of Education
eplsru@uvic.ca
250-721-7798

FACULTY OF EDUCATION

- a copy of their teaching certificate

9.5 GRADUATION REQUIREMENTS FOR BACHELOR OF EDUCATION DEGREE PROGRAMS

Students should refer to "Graduation" (page 67) for university regulations concerning graduation.

To be eligible for a Bachelor of Education degree, the candidate must normally have earned:

- a passing grade in each of the courses in the degree program
- 21 units of courses at the 300 and 400 levels*

** In exceptional cases, when candidates do not include enough 300- or 400-level courses to satisfy 21 units in the degree, the dean may approve the inclusion of courses at the 700 level.*

9.6 TEACHER CERTIFICATION

Students must fulfill all program requirements and meet minimum GPA program standards before they will be reported as eligible for certification.

9.6.1 The BC Ministry of Education

Current legislation requires that every person appointed or retained as a teacher in a public school in British Columbia hold a valid certificate of qualification from the Ministry of Education issued through the Teacher Regulation Branch.

It is the responsibility of the teacher to make application to the Teacher Regulation Branch for initial certification, or for a change in certification, and to provide all necessary documents.

Credentials are issued only to qualified people who have established residence in British Columbia. Applicants who are otherwise eligible for certification but who are not Canadian citizens are required by the Teacher Regulation Branch to provide evidence of permanent resident status or to hold a valid work authorization to teach in Canada before they may be issued a BC teaching credential.

Persons convicted of a criminal offense and considering a teaching career should write to the Teacher Regulation Branch for clarification of their status before undertaking a teacher education program.

9.6.2 The Teacher Qualification Service (TQS)

Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a BC teaching credential has already been granted by the BC Ministry of Education. Categories are assigned on the basis of completed years of academic and professional preparation. Partial years are not considered.

9.6.3 Applications and Documentation

Application forms for the Teacher Regulation Branch and the Teacher Qualification Service are available from their websites.

University of Victoria transcripts in support of applications to these bodies may be ordered from Undergraduate Records.

Students must order transcripts from any other post-secondary institutions attended and have them sent directly to the TRB and TQS.

10.0 Bachelor of Education in Indigenous Language Revitalization

10.1 GENERAL INFORMATION

The Bachelor of Education in Indigenous Language Revitalization is a community-based, cohort-driven program that is designed for BC Indigenous community members who want to learn their language and become teachers of their language, and would like to study in their home community. The Bachelor of Education in Indigenous Language Revitalization is targeted towards those who want to become professional K-12 teachers in hopes of teaching in either a First Nations administrated or public school. Students will continue building their language capacity to ensure they are qualified to teach in an immersion context if desirable. Students enter this program after completing a Diploma in Indigenous Language Revitalization or equivalent coursework approved by the Director of Indigenous Education.

Admission Requirements

The Diploma in Indigenous Language Revitalization (see section 17.5) ladders into the Bachelor of Education in Indigenous Language Revitalization. Normally, students will enter the BEd program after completing the Diploma, provided they meet the following admission requirements:

- Admissibility to the university (including completion of English 12 and Math 11);
- At least 30 units of coursework that includes:
 - Approved English (3.0 units);
 - Indigenous language studies (22.5 units, including 12.0 units focused on Indigenous language proficiency);
 - ED-D 301 (1.5 units)
 - EDCI 302 (1.5 units)
 - IED 371 (1.5 units)
- A sessional grade point average of at least 3.0 (C+) on the most recent session; if that session is less than 12 units, a grade point average of at least 3.0 on the most recent 12.0 units.

Students entering the Bachelor of Education in Indigenous Language Revitalization after completion of the Diploma in Indigenous Language Revitalization will complete re-registration forms. There will be no fee associated with the re-registration forms. UVic Undergraduate Records will ensure students in the program have their status changed and are categorized as Bachelor of Education students within the Faculty of Education.

Transfer possibilities will be dealt with on a case by case basis. Up to 22.5 units of transfer credit for Indigenous language courses and 3.0 units of approved English may be granted, as negotiated by cohort through individual community partnerships. At least

12.0 units must be focused on proficiency in an Indigenous language. Provided they have met all other program admission requirements, students will be conditionally admitted to the Bachelor of Education in Indigenous Language Revitalization on the basis of the 25.5 units of transfer credit described above and must then complete ED-D 301, EDCI 302, and IED 371 in their first year of study.

10.2 PROGRAM CURRICULUM

The majority of the course work in the program will be adapted slightly to the needs of each cultural and linguistic cohort. The Indigenous language courses will have to be adapted more extremely than other courses, due to the varied nature of each language in BC. The students in the program must move through the program together in the pre-determined set of courses to be offered in their community. Program exceptions for the Bachelor of Education in Indigenous Language Revitalization must be approved by the Director of Indigenous Education.

The order of the course offerings may vary from partnership to partnership due to the differing community scheduling needs and instructor availability.

Year One and Year Two

Diploma in Indigenous Language Revitalization (See 17.5 Diploma in Indigenous Language Revitalization)

Year Three

EDCI 303 Historical and Philosophical Foundations of Canadian Education	1.5
ED-D 407 Evaluating and Reporting Student Progress	1.5
ED-D 408 Promoting Prosocial Behaviour: Strategies and Management	1.5
ED-D 420 Learning Support: Context & Key Issues	1.5
ED-P 350 Elementary Field Experience Seminar II	1.5
ED-P 351 Six-Week Practicum	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5
IED 359 Indigenous Language III	1.5
IED 459 Indigenous Language IV	1.5
IED 487 Special Topics in Indigenous Education: Immersion Language Teaching	1.5
IED 487 Special Topics in Indigenous Education: Curriculum and Instruction for Indigenous Arts (music, drama)	1.5
LING elective, one of 405 Wakashan, 401 Salish, 403 Dene (Athabaskan), 450 Seminar in Language ³	1.5
Year 3 Total	18.0

Year Four

Approved Math course	1.5
Approved Science course	1.5
EDCI 402 Reading: Instructional Principles and Strategies	1.5
EDCI 403 Curriculum and Instruction in Elementary and Middle School Science	1.5
EDCI 404 Curriculum and Instruction in Elementary and Middle School Social Studies	1.5
EDCI 405 Curriculum and Instruction in Elementary or Middle School Mathematics	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5
ED-P 451 Eight-Week Practicum	3.0
IED 459 Indigenous Language IV	1.5
Year 4 Total	15.0

On successful program completion, students are eligible for recommendation to the BC Teacher Regulation Branch for Professional Teaching Certification.

Program Notes

- In year three, one of LING 401, 403, 405 or 450 will be offered, depending on the community partnership request.
- IED 358, 458 can be used in substitution of IED 359, 459 at the discretion of the Program Director.

11.0 Bachelor of Education (Elementary Curriculum)

11.1 GENERAL INFORMATION

This elementary degree program provides course work and practicum experience designed to produce a well-qualified elementary school teacher. The program has been designed as a co-ordinated, sequenced balance of course work, integrated school observations, and three practica experiences.

The Bachelor of Education (Elementary Curriculum) degree program admits students into the first or second year. Students take core education courses commencing in the second year. The program format requires that students have completed at least 12 units of approved course work to the standards outlined below before registering in the core year two courses.

Students are eligible for a professional teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

11.1.1 Off-Campus Programs

East Kootenay Teacher Education Programs

The Bachelor of Education (Elementary Curriculum) degree program is also offered at the College of the Rockies in Cranbrook, BC. Students are admitted only to second year as the first year is

During at least the first two years of the PhD program, students are expected to attend the Graduate Student Workshop series of presentations and departmental lectures on a regular basis.

Course Requirements (Unit Values)

Historiography HSTR 500	1.5
Geographical or Topical Field Courses	4.5
Directed Study Course HSTR 690	1.5
Comprehensive Exams HSTR 693	3.0
Dissertation Proposal HSTR 695	1.5
Thesis	25.5
Total	37.5

Concentration in Cultural, Social and Political Thought (CSPT)

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration an interdisciplinary graduate concentration open to selected MA and PhD students in English, Environmental Studies, History, Political Science, and Sociology-must meet the admission requirements for the MA or PhD program. Applicants must apply online, choosing the Concentration in Cultural, Social and Political Thought (CSPT) option for History. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. For full information about the program see <http://www.uvic.ca/interdisciplinary/cspt/>. Students must meet the core graduating requirements of History as well as specific requirements of the CSPT Program. See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 3. The Graduate Adviser in History should be consulted for details.

Graduate Professional Certificate in Cultural Heritage Studies

For Master's students interested in careers in museum work, public history or historical preservation, our program will be partnering with the Division of Continuing Studies and Faculty of Fine Arts in support of the Graduate Professional Certificate in Cultural Heritage Studies. Students will get MA course credit for one of five Certificate courses that they can take in pursuit of a professional certificate in cultural heritage. One of the four remaining courses may be taken as an internship to build professional experience. For more information please consult the Graduate Adviser.

CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Students are also referred to "General Regulations: Graduate Co-op" on page 56.

Indigenous Education

GENERAL INFORMATION

Contact Information

Indigenous Education

Location: MacLaurin Building, Room A260

Mailing Address:

Indigenous Education

University of Victoria

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2

Telephone Number:..... 250-721-7826

Fax Number:..... 250-853-3943

Email: ied@uvic.ca

Website: <<http://www.uvic.ca/education/prospective/indigenous/>>

Director: Dr. Onowa Mclvor

Email: ied.director@uvic.ca

Phone:..... 250-721-7826

Graduate Adviser: Dr. Trish Rosborough

Email: rosboro@uvic.ca

Phone:..... 250-721-6180

Graduate Secretary: CJ Bungay

Email: iedlpa@uvic.ca

Phone:..... 250-721-7824

Faculty Members and Areas of Research

Indigenous Education

Onowa Mclvor, PhD (UBC)

Indigenous language and cultural revitalization, second language acquisition, Indigenous early childhood education (ECE), Indigenous K-12 education, Indigenous post-secondary education, and identity development.

Carmen Rodriguez de France, PhD (UVic)

Heritage language maintenance; bilingualism, Indigenous early childhood education, care and development, teacher education, Indigenous curriculum development and pedagogy; Indigenous epistemologies.

Trish Rosborough, EdD (UBC)

Indigenous language revitalization, Indigenous K-12 education, teacher education

Linguistics

Sonya Bird, PhD (Arizona)

Phonetics and phonology interface; Salish languages;
Athabaskan languages

Ewa Czaykowska-Higgins, PhD (MIT)

Theoretical phonology and morphology; Salish languages;
language revitalization; Slavic languages

Leslie Saxon, PhD (California, San Diego)

Athabaskan/Dene languages, syntax, language revitalization,
community-based research, historical and comparative
linguistics, morphology

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)

Theoretical morphology and phonology; Coast Salish
languages; language revitalization

Peter Jacobs, PhD (UBC)

Indigenous language revitalization, Skwxwu7mesh language,
Kwakw'ala, Salish linguistics, control in Salish, lexical aspect,
lexicography, First Nations Adult language learning, second
language acquisition, First Nations museum exhibits, First
Nations high school language curriculum.

Degrees and Specializations Offered

Indigenous Education in partnership with the Department of Linguistics offers programs leading to:

- Graduate Certificate in Indigenous Language Revitalization
- Master of Arts in Indigenous Language Revitalization
- Master of Education in Indigenous Language Revitalization.

Facilities

Multi-media laboratories and a curriculum library are housed within the MacLaurin Building. The Department of Linguistics is fully equipped for audio and video recording, editing, and analysis, and has facilities and personnel to support computer-based language learning and teaching. The **First Peoples House** located in the heart of the campus includes a student social gathering space, a reading room, a lunch room, and an Elders' Lounge. Indigenous Education and the Department of Linguistics are affiliated with a number of research centres at UVIC, including the Centre for Youth and Society, the Centre for Early Childhood Research and Policy, and the provincial Indigenous Child Welfare Research Network.

Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. Please contact Indigenous Student Adviser for more information.

ADMISSION REQUIREMENTS

Admission to Master's Programs

For applicants to all the Indigenous Education graduate programs the admission requirements are:

- A baccalaureate degree (or equivalent degree from another country) from an accredited and recognized institution
- A grade point average of 5.0 (B) in the work of the last two years (30 units) leading to this baccalaureate degree
- Or, mature student category -- 4 years professional experience since graduating with a baccalaureate degree
- Or, mature student admission with modified academic requirement as per the Exceptional Entry guidelines below

Applicants must submit **two letters of reference** (the same two letters required for admission to Faculty of Graduate Studies), provided by two referees who can be a professional colleague, professor or other academic authority, or an Indigenous Language Authority.

Applicants must submit a **statement of intent** describing their interest in the program and how they plan to use the program to promote community development in Indigenous language and culture revitalization.

First priority will go to applicants who are proficient/literate or semi-proficient/literate in any Indigenous language.

Admission to the Graduate Certificate

For a limited time an exceptional entry is available to applicants to the graduate programs who have extensive expertise in the language and culture of their respective communities and have shown significant leadership in language and culture revitalization projects but do not hold a baccalaureate degree. Exceptional entry applications must provide a profile or CV and portfolio indicating previous education (certificates and diplomas), related professional experience, and training, an additional letter of reference attesting to the applicant's level of fluency from an Indigenous Language Authority, as well as the regular application requirements to Graduate Studies. The evidence provided in the form of a profile and portfolio will be holistically considered, weighing the sum total of all previous education and experience for preparedness and suitability for the program. Guidelines for profile and portfolio will be included in the application materials as well as posted on the Indigenous Education website. For further assistance with this requirement please contact the Indigenous Student Adviser. Applicants in this category are encouraged to begin preparation of the portfolio well in advance of the application and documentation deadlines in order to receive feedback and assistance from Indigenous Education in its preparation and submission for consideration by the Program Admissions Committee.

Students who have successfully completed the coursework for the certificate program may apply to transfer the coursework to the Master's program.

Students who choose to transfer to the degree program will not receive the certificate designation. Students who do not complete the Master's program may apply to receive the certificate as an exit credential provided they have successfully completed the first two terms of the Master's program.

It is expected that this condition will be applied for the first 5 years of the program **only**, from the year the program began.

Deadlines

Please note the following application deadlines for entry in Summer Term

- January 15: Application Deadline
- January 31: Document Deadline

Applications and documentation received after the deadline may be accepted by the Graduate Admissions and Records Office, but there is no guarantee that the application will be processed and evaluated in time for a decision for the desired entry point. Applicants who submit application forms or documentation after the deadlines do so at their own risk. Application Fees will not be refunded.

PROGRAM REQUIREMENTS

The Graduate programs in Indigenous Language Revitalization are full-time programs delivered in a flexible format. Courses are offered variously as summer institute programs, and blended formats combining face-to-face course delivery and distance learning, minimizing the on-campus requirements. As these are cohort-based programs, all candidates for the Indigenous Language Revitalization programs must move together through the sets of courses.

Graduate Certificate in Indigenous Language Revitalization

The certificate is based on 6.0 units of course work and includes a small-scale community-based project as part of a community-based research course (LING/IED 531).

Program Unit Total: 6.0

IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods

Program Length

Usually completed in two terms.

Masters of Arts in Indigenous Language Revitalization

Program Unit Total: 16.5

IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
IED 510 (1.5)	Leadership & Governance for Language Revitalization
IED 520 (1.5)	Program and Curriculum Development in Language Revitalization
LING 574 (1.5)	Seminar in Applied Linguistics
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods
One of:	
LING 575 (1.5)	Research Methods in Applied Linguistics
IED 530 (1.5)	Indigenous Research Methods
and	
IED 599 (4.5)	Thesis

Program Length

Designed to be completed over two calendar years.

Masters of Education in Indigenous Language Revitalization

Program Unit Total: 16.5

IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
IED 510 (1.5)	Leadership & Governance for Language Revitalization
IED 520 (1.5)	Program and Curriculum Development in Language Revitalization
LING 574 (1.5)	Seminar in Applied Linguistics
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods
One of:	
LING 575 (1.5)	Research Methods in Applied Linguistics
IED 530 (1.5)	Indigenous Research Methods
and	
IED 597 (1.5)	Comprehensive Exam
IED 598 (3.0)	Major Project

Program Length

Designed to be completed over two calendar years.

5. Two Assessment Reports (references) from professors and/or supervisors.
6. A minimum of two Counselling Skills Evaluations are required. One must be from an instructor of ED-D 417 (or equivalent). The other may be from a supervisor of the applicant's counselling or other applied work setting.
7. A personal statement (3 to 5 pages) detailing career plans and motivation for graduate work in Counselling.
8. For thesis-based MA applicants only, a one-page description of past research experience and present research interests.
9. Applicants reactivating their file for reconsideration must detail in a letter the actions they have taken to strengthen their new application over the previous one.
10. Applicants requesting admission consideration due to disability must put their request in writing at the time of admission, providing an explanation of their situation and appropriate medical or other documentation.
11. As a condition of admission to all Counselling Psychology programs, students must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act.

Indigenous Communities Counselling

The program is open to both Indigenous and non-Indigenous applicants. Consistent with University of Victoria policy on equity and access, preference will be given to Indigenous applicants and those working in a helping capacity with Indigenous Communities.

1. Applicants are required to have completed a baccalaureate degree with at least a B+ average (78%) in the last two years of course work.

Applicants with less than a "B+" average (6.0 GPA) on their undergraduate degree may be eligible for admission as a Mature Student.

2. In order to be eligible for registration with provincial and national counsellor certification bodies, applicants are expected to have a broad understanding of helping principles and issues as a result of their academic course work. A minimum of 3.0 units of relevant 3rd and 4th year coursework is required, in Aboriginal or Indigenous helping/healing, educational psychology, psychology, child and youth care, or a related helping discipline. Examples include PSYC 330 Personality, ED-D 419 Introduction to Indigenous Helping and Healing, or CYC 338 Applying Developmental Theory in Child and Youth Care. Applicants should provide a list of these relevant courses and the grades obtained with their application.
3. Completion of pre-requisite courses ED-D 414 Group Processes, ED-D 417 Effective Interpersonal Communication, and ED-D 418 Introduction to Theories of Counselling with at least a B+ grade is required. Applicants requesting equivalency must send detailed course outlines (syllabi) and

other supporting information to the Graduate Advisor prior to application.

Applicants who have not completed all required pre-requisite courses should be registered in these courses by March 15 of application year and indicate this in their personal statement. Applicants may be offered admission to the program conditional upon completion of whatever required courses are outstanding. All courses must be completed before program start.

4. Successful, relevant field experience must be completed prior to the application deadline and documented in a complete résumé. For the Indigenous Communities Counselling program, we are particularly interested in applicants who have completed all or part of their field experience in Indigenous based settings. Field experience is defined as working in a helping capacity in a counseling, helping-related or teaching-related setting with children, adolescents, or adults. 200 hours are recommended.
5. Two Assessment Reports (references to be sent directly to Graduate Records and Admissions) from professors and/or supervisors are required.
6. Applicants are required to submit a minimum of two Counselling Skills Evaluations. One must be from an instructor of ED-D 417 (or equivalent). The other may be from a supervisor of the applicant's counselling or other applied work setting.
7. A personal statement (3 to 5 pages) describing future work plans and motivation for graduate work in Counselling is also required. Please address the following:
 - How your enrolment in the ICCP at the University of Victoria might help you meet important personal and/or community goals. What background and/or experience do you have related to helping in Indigenous communities?
 - What preferences do you have in terms of course content and style of teaching, skill development, and personal learning?
 - What are your strengths and weaknesses as a person, learner, and counsellor?
 - What personal and/or cultural values are most important to you and how do they influence your views about being a counsellor?
 - In what type of setting would you like to work following graduation from a counselling program and with what client population would you like to work?
 - Add any other relevant information that you think would help the admissions committee to know about you as a person, a community member and a potential counsellor.
 - Indicate the names of the people who have been asked to submit your Counselling Skills Evaluations.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 15, 2017

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: May 29, 2017

Subject: Discontinuation of the RN to MN Option

Basis for Jurisdiction: Senate Committee on Planning meeting April 11, 2017
Senate meeting May 5, 2017

Handwritten signature of Valerie Kuehne in blue ink.

Strategic Relevance: The request to discontinue the RN to MN Option is in line with the University's Strategic Plan. Objective 12a) of the Plan cites the need to continuously evaluate programs to ensure they are of the highest quality, responsive to enrolment trends, and allow for opportunities for reallocation of resources to higher-priority areas.

Previous Consultation: At its meeting on May 5, 2017, Senate approved and recommended that the Board of Governors approve the discontinuation of the RN to MN Option. The Senate Committee on Planning approved the proposal April 11, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the request for Discontinuation of the Registered Nurse to Master of Nursing option, as described in the document "Discontinuation of the RN to MN Option" effective immediately.

Overview/nature of the academic program

The Registered Nurse (RN) to Masters of Nursing (MN) option first appeared in the 2012-2013 Academic Calendar. Students accepted into the RN-MN option were expected to complete requirements for the post-diploma RN program in one year before being admitted into the MN program.

Alignment with the university's mission and strategic plan

There was little uptake from potential students for the RN to MN option and this contributed to our decision to discontinue it as an option. As a result, the change aligns with UVIC's strategic plan: Academic Programs, Teaching and Learning Objective 12a.

Senate/academic considerations

The decision to discontinue the option was based on lack of student enrollment or demand for it.

Demand and availability

The decision for the calendar changes was tied to:

1. no longer accepting students into the post-diploma program. As a result there was no entry point for this option, and
2. after several years of offering the option there was very little uptake from the nursing community (i.e., one applicant and no students currently enrolled).

Resource implications

Discontinuing the RN-MN option had no resource, revenue or expense implications.

Other relevant factors

There are no anticipated impacts on UVIC.

Attachment(s): Proposal to Senate, dated April 19, 2017, for the discontinuation of the RN to MN Option



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: April 19, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Discontinuation of the RN to MN Option

At its meeting of April 11, 2017, the Senate Committee on Planning discussed and approved the discontinuation of the RN to MN option.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, the request for Discontinuation of the Registered Nurse to Master of Nursing option, as described in the document "Discontinuation of the RN to MN Option".

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Ms. Gillian Dornan
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney

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DATE: April 13, 2017
TO: Dr. Nancy Wright
FROM: Dr. Tricia Marck, Dean HSD 
Dr. Susan Duncan, Director School of Nursing 
RE: Discontinuation of RN-MN option

The Registered Nurse (RN) to Masters of Nursing (MN) option appeared in the 2012-2013 Academic Calendar. Students accepted into the RN-MN option were expected to complete requirements for the post-diploma RN program in one year before being admitted into the MN program.

The decision for the calendar changes was tied to

- 1) no longer accepting students into the post-diploma program therefore no entry point for this option and
- 2) after several years of offering the option there was very little uptake from the nursing community (one applicant and no students currently enrolled).

The School of Nursing approved discontinuance of the RN-MN option on December 21, 2016.

